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ABSTRACT

School bus and related pedestrian safety education is prevention-oriented so that students will learn how to avoid bus-related accidents. This manual provides lesson plans emphasizing the school bus stop, loading and unloading zones, emergency evacuation drills, and appropriate behavior on the school bus. The guide also recognizes demographic changes by acknowledging differences in rural, suburban, and urban areas. Lesson plans for kindergarten through grade 3 introduce the key concepts to be learned; grade 4 through 6 lessons reinforce learned concepts; and lessons developed as mini units for grades 7 through 12 allow for role modeling, application, and problem solving with broader emphasis on community, government, adult responsibilities, potential employment, parent involvement, vehicle driver licensure, vehicle differences, and legal aspects, including consequences for noncompliance. The contents of the guide address: background of school bus and pedestrian safety issues; district school bus and pedestrian safety issues; school bus safety issues; school bus safety procedures; district school bus and pedestrian safety program; the role of bus safety personnel; school bus and pedestrian education; and family and community involvement. Appendixes provide classroom materials, a list of suggested resources, and brief annotations of instructional materials. (LL)

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Classroom Activities in

School Bus and Pedestrian Safety Education

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Classroom Activities in School Bus and Pedestrian Safety Education

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School Bus Stop Ahead

DRIVE WISE

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Foreword

In 1989, the National Research Council completed a congressionally-mandated study, "Improving School Bus Safety," which indicated that a majority of people killed in school bus crashes are not passengers of the school bus. Instead they are usually kindergarten or elementary level children hit by their own school bus or by other vehicles passing their bus. All of the Wisconsin fatalities since 1987 were nonoccupants of the school bus (pedestrians). While school buses generally have an excellent safety record, accidents occur most frequently outside the bus, in an area referred to as the *danger zone*.

Although many safety professionals provide school-bus-related education, there has not been a uniform statewide curriculum. Few authors have undertaken the challenge of making these materials available in a comprehensive guide consisting of classroom activities for teachers. This guide is the result of a three year project with pilot demonstrations in five Wisconsin rural, suburban, and urban school districts.

Classroom Activities in School Bus and Pedestrian Safety Education is an innovative, prevention-oriented, spiral curriculum with built-in grade level reinforcers to educate students about bus and pedestrian-related accidents. Teachers and principals provided valuable input into curriculum revisions. The Tomah Area Schools and the Department of Public Instruction developed the initial draft with pilot demonstrations and input from the Oconomowoc, Montello, Milwaukee, and Madison school districts. The DPI's School Bus and Pedestrian Safety Education Curriculum Steering Committee, composed of safety and pupil transportation professionals from local school districts, private industry, and public and private agencies, evaluated this manual. The guide has also been reviewed by curriculum and instruction specialists in Wisconsin school districts with direct input from principals and teachers at the pilot demonstration sites. The guide incorporates PEDSAFE, an on-bus training program for K-6 bus riders, partially developed by the U.S. Department of Transportation (1977) and follows the National Highway Traffic Safety Administration (NHTSA) recommendations for most effective safety education. The concepts and recommendations will improve the safety of all children while boarding, riding in, and leaving school buses as well as walking to and from school. The lessons emphasize the school bus stop, loading and unloading zones, emergency evacuation drills, and appropriate behavior on the school bus. They also address societal and demographic changes for urban school children.

The guide continues a DPI tradition of publishing progressive, groundbreaking materials for teachers. We welcome feedback from everyone, especially educators, on our products. It is my hope that Wisconsin educators can assist in this vital safety effort to protect the lives of our children and promote appropriate behavior on our school buses, highways, streets, playgrounds, and sidewalks.

Herbert J. Grover
State Superintendent

Preface

Since 1987, none of the victims of school-bus-related fatalities were occupants of the buses, which clearly indicates the need to provide more thorough safety education. Although these are K-12 classroom activities, this manual emphasizes educating younger children who are most at risk. Studies indicate that more than one-half of all children struck and killed by school buses are five or six years old. These fatalities usually have occurred in the danger zone, the area around the bus where the driver cannot see them. This guide also addresses increased busing in urban areas reflected by demographic changes.

With even greater demands on everyone involved in education, the integrated concept of this instruction is the key to its success. This allows teachers to adapt the content to existing subject areas which will facilitate the effort and expose a new content area. Integration in the K-5 subject areas is more intensive while flexible mini units are stressed in grades six through 12.

Acknowledgments

Classroom Activities in School Bus and Pedestrian Safety Education was a joint effort by the Wisconsin Department of Public Instruction (DPI) and the Wisconsin Department of Transportation (DOT). It is a first attempt to provide a comprehensive K-12 guide.

Congress provided funds through the National Highway Traffic Safety Administration (NHTSA) and the Wisconsin DOT. States developed grant proposals in the areas which NHTSA determined to be "most effective" in protecting the safety of school children. The proposals for funding were developed by Kathleen Cole, Consultant, Pupil Transportation.

The first draft was developed as a joint effort by the above state and federal agencies and the Tomah Area School District, especially Pamela Knorr, Director of Curriculum and Instruction and Thomas Pedersen, Transportation Director. Three local Wisconsin school districts, Tomah, Montello, and Oconomowoc, piloted the curriculum during the 1989-90 school year. The local district coordinator for Montello was Jules Ptasienski, Transportation Director, and for Oconomowoc, Gregg Wilson, Transportation Director. Teachers, principals, and safety consultants from pilot districts provided valuable input for this guide.

The second grant provided funds to expand the curriculum to address demographic changes for urban school children and was piloted in Madison and Milwaukee school districts during the 1991-92 school year. The Madison program was coordinated by Robert Wing, Safety and Transportation Coordinator, and the Milwaukee program was coordinated by Lawrence Mueller, Transportation Assistant. The following schools participated in a pilot test of the urban component of this document: Tippecanoe School in Milwaukee, Patricia Holmes, Principal; Frank Allis School in Madison, Linda Sweeney, Principal; and Glendale School in Madison, Joe Cullen, Principal. The efforts of local district staff were critical to the successful development of the guide. The phase II grant also provided funds to contract with the University of Wisconsin-Madison Instructional Materials Development Center (IMDC) to develop and produce two videos to support and supplement the urban component of the guide.

A DPI steering committee consisting of safety and education professionals provided input and developed and evaluated the guide and supplemental materials. The members and their representative association, agency, or school district were:

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Transportation
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Special thanks are due to many other outside agencies, associations, school bus private contractors and manufacturing companies, traffic and law enforcement personnel, and special individuals. The cooperation and assistance we received from everyone in developing this comprehensive K-12 guide was overwhelming. We are very appreciative of the extensive extra staff time contributed by all. We want to recognize the special writing assistance for the elementary sections from teachers Missy Bodden and Karen Herman, Frank Allis School, Madison, as well as Juanita Pawlisch, Ph.D., Director, Bureau for School Management Services. Robert Wing, School Safety and Transportation Coordinator, Madison Metropolitan School District, donated extensive time, expertise, and guidance for input related to the newly developed urban component of this guide which addresses the increased busing and societal and demographic changes for urban students. Len Rush, retired principal from the Madison Metropolitan School district, assisted as a project consultant.

The cover, icons, and blackline masters were designed and produced by Linda Endlich, graphic artist with the University of Wisconsin-Madison Instructional Materials Development Center. The icons correspond with the K-3 video, "School Bus/PED Safety with Rae the Mime," developed by the IMDC.

Thanks to the Florida Department of Education who shared their classroom activities, some of which were included in this guide. Thanks also to David Manning, Director of the Wisconsin DOT, Office of Transportation Safety; Catherine Ratte, program manager; and other staff members.

Special recognition is also due to the following Department of Public Instruction staff who assisted in preparing this manual for publication: Lisa Isgitt, manuscript development and text editor; Kathy Addie, Holly Dunagan, and Sandra Zimmerman, management information technicians; Jill Bremigan, graphic artist; Jessica Early and Stephanie Johnson, proofreaders, and Joan Thompson and Johanna Fabke, program assistants, Bureau for School Management Services.

Introduction

Introduction
Content Outline
Goals

Introduction

School bus and related pedestrian safety education is prevention-oriented so that students will learn how to avoid bus-related accidents. The National Highway Traffic Safety Administration (NHSTA) has concluded that education to prevent school-bus-related accidents needs to be directed at all K-12 student populations in order to be successful. According to this research, effective bus and pedestrian safety education requires a comprehensive effort involving safety specialists, transportation directors, curriculum directors, teachers, administrators, bus drivers, and families. These instructional efforts need to include safety procedures regarding boarding and disembarking the school bus with emphasis on the danger zone, the area outside the bus where the majority of the accidents occurs, and address pedestrian risks associated with the overall journey to and from the school bus loading site. Nationwide, during the 1990-91 school year, 18 students were killed in danger zone accidents. Sixty-seven percent were killed by their own school buses while the remaining 33 percent of the fatalities were caused by vehicles that passed a stopped school bus.

In providing safety education programs for students, the focus needs to remain factual yet descriptive. Students need to be taught bus and pedestrian safety concepts using accident statistics, actual examples of recent accident cases, advantages of boarding and disembarking safely, and the practical application of learned knowledge through demonstrated practices. Teachers, building principals, bus drivers, and families are key to this process. All students, at some time, ride a school bus; if not for transportation to and from school, for extracurricular activities. In the end, successful application of this safety knowledge will ultimately depend on how the proper procedures are introduced and presented to the students and how often they are reinforced throughout the K-12 curricular areas.

This guide, focusing on bus and pedestrian safety, recognizes demographic changes by acknowledging differences in rural, suburban, and urban areas. It is based on the concept of a spiral curriculum with built-in grade level reinforcers, which can be integrated into many different subject areas. In some districts, it can be integrated in the Safety and First Aid component of the K-5 health curriculum. Prescriptive teaching prevails at the K-5 levels with the problem-solving approach extended to teaching at the 6-12 grade levels through the development of mini units. These mini units can be integrated into various courses, including driver's education, education for employment or careers, CPR training, social studies, television production, and government.

The reinforcement of curriculum concepts is entirely action oriented in this guide which allows students to demonstrate learned concepts. The application of learned concepts at each grade level should be highlighted to families for home review. School bus drivers should also reinforce these concepts on an ongoing basis. Safety education on each bus should also be a part of the district's staff development efforts. School promotions will help highlight the goals and objectives of the program so that a multifaceted approach targets the student population previously instructed in bus and related pedestrian safety procedures.

The goals focus on general information in the subject area, bus and pedestrian safety procedures, and family and community involvement. These goals are reflected in the objectives and lessons. Because this program has a new instructional focus, the following outline and content information provides background information.

Kindergarten through third grade lessons introduce the key concepts to be learned. Grades four through six lessons reinforce learned concepts, and lessons developed as mini units for grades seven through twelve allow for role modeling, application, and problem-solving with broader emphasis on community, government, adult responsibilities, potential employment, parent involvement, vehicle driver licensure, vehicle differences, and legal aspects, including consequences for noncompliance.

Content Outline

I. Background of School Bus and Pedestrian Safety Issues
  A. Rationale
    1. The prevention of school bus and pedestrian-related accidents is a local, state, and national concern.
    2. The need to teach and reinforce appropriate safety procedures is the responsibility of parents, school personnel, law enforcement personnel, and transportation personnel.
    3. Teaching school bus and pedestrian safety education will decrease the incidence of accidents on or around school bus transportation vehicles.
    4. State and national agencies contributing to this effort to improve school bus and pedestrian safety for children include:
      a. Wisconsin Department of Public Instruction
      b. Wisconsin Department of Transportation: Office of Transportation Safety, Division of State Patrol, Division of Motor Vehicles
      c. National Highway Traffic Safety Administration (NHTSA)
      d. National Transportation Research Board (NTRB)
  B. Problem
    1. Past
      a. School bus and pedestrian safety procedures are often taught incidentally. The focus has been on disciplining after the safety infraction occurs.
      b. Teachers have not been provided with appropriate uniform curriculum or classroom activities to teach school bus and pedestrian safety.
      c. Direct teaching of safety procedures to students has been proven to be effective.
    2. Present
      a. Societal and demographic changes have created a critical need for school bus and pedestrian safety education.
      b. The teaching of school bus and pedestrian safety concepts needs to be classroom oriented and supported by demonstration procedures.
      c. The teaching of these procedures needs to be spiral in nature—introduced and integrated into appropriate existing subject areas, periodically reinforced, and articulated at all K-12 grade levels.
    3. Future
      a. School bus and pedestrian safety education curriculum will provide a systematic method of teaching procedures and, therefore, decrease accidents and save lives.
      b. Children respond best to role modeling. Role modeling of bus and pedestrian safety concepts will ensure that procedures are assimilated within each child's frame of reference.
      c. The involvement of all parties (families, school, law enforcement, transportation personnel and community) will demonstrate the importance of school bus and pedestrian safety issues.
      d. Although there are similarities in school districts as they relate to bus and pedestrian safety, the curriculum needs to reflect the different needs of rural, suburban, and urban areas.

C. Accident Statistics
   1. Nationally, in 1990, 18 children were killed in areas around the bus and by their bus or vehicles illegally passing school buses. (See Appendix B.)

D. Major Causes of Bus Accidents
   1. Discipline concerns distract the school bus driver.
   2. There are many distractions outside of the bus (traffic, weather, parked cars, pedestrians, animals, emergency vehicles, etc.).
   3. There are very few coordinated and comprehensive efforts to teach safety concepts to all school bus riders.
   4. Parents are not involved in prevention efforts.
   5. Learned school bus and pedestrian safety measures are not adequately practiced.
   6. The public is not aware of the danger areas and causes of fatalities.

E. Why School Bus and Pedestrian Safety Education?
   1. Bus safety is a local, state, and national concern typifying the need to educate students and the public regarding social and demographic issues.
   2. Prevention is the key to any safety issue.

F. Urban component.
   1. Urban students use different crossing procedures.
   2. The use of flashing red lights and stop arms may be restricted in heavy traffic areas.
   3. Although many of the safety and ridership standards that have been designed for yellow school buses are applicable to public transportation, some are not. For example, passengers are allowed to stand on public transportation buses.
   4. Students need to have a planned program that teaches the transition from yellow school bus to public bus use.
   5. Urban residential areas, busy streets and intersections, freeways, and narrow streets create difficult and unique safety issues.

II. District School Bus and Pedestrian Safety Issues

A. Program Review
   1. Recommend teachers present five lessons each year at K-5 grade levels.
   2. Recommend teachers present at least one mini unit each year at 6-12 grade levels, integrating them into a variety of subject areas.
   3. Recommend that the program be presented at the beginning of the year and be followed by periodic review.
   4. The involvement of local law enforcement personnel, state and local agencies, school officials, families, and school bus drivers will lend credibility to the program.
   5. Emergency evacuation drills should be conducted twice annually.

B. Problems Related to Safety and Discipline
   1. Danger Zone area around the bus
   2. Careless play in loading and unloading zones
   3. Distraction of bus driver
   4. Uncooperativeness
   5. Disregard for rules and regulations
   6. Lack of public awareness of the need for safety education

C. Future Implications
   1. A united effort in teaching school bus and pedestrian safety education will decrease the incidence of bus-related accidents.
   2. Teaching school bus and pedestrian safety will be a prevention measure and not an afterthought following a rule infraction.

III. School Bus Safety Issues

A. Advantages/Importance of Good Safety Education
   1. Promotes awareness among a variety of personnel—school, families, public.
   2. Makes school bus safety a focused effort in the school district—extension of the classroom.
   3. Teaching school bus safety will produce positive changes in student behavior.

B. Correlation with Other Curricular Areas
   1. The school bus safety curriculum can be integrated within any district's curriculum goals (health, safety, social studies, etc.).

C. Teaching school bus safety is a factor in a happy and healthy school experience.

D. Compartmentalization/safety belts
   1. Research indicates that compartmentalization is a better alternative than seat belts in large buses.
   2. There is no conclusive evidence that indicate that seat belts should be used in large buses.
   3. Properly constructed school bus seats in large buses provide protection for passengers, therefore riders must be seated at all times.
   4. Nationally, only one out of four fatalities occurred within the bus. In Wisconsin there have been no fatalities inside the bus.

IV School Bus Safety procedures

A. Walking to the Loading Zone/Bus Stop—Waiting
   1. Children should learn to be on time.
   2. Unsafe play, including pushing and shoving, is not allowed in the areas designated for waiting for bus arrival.
   3. The school bus driver must be able to see the bus rider at all times.
   4. The area 10 feet around the bus is referred to as the danger zone.
   5. If items are dropped when waiting, the items should be picked up before or after the bus arrives/leaves. Students should carry personal items in a bag or backpack.

B. Boarding
   1. Children should enter one at a time in single file order using the handrail.
   2. Children must go directly to their seats when entering the bus and remain in them.
   3. Children should not store anything in the aisle. It should be clear at all times.

C. Riding
   1. Respect for the rights of yourself and others must prevail at all times—observe same conduct as in the classroom.
   2. Listen to your bus driver who is in charge, as your teacher is in charge of the classroom.
   3. Careless play is prohibited.
   4. Staying seated at all times is a critical safety procedure.
   5. Foul language is prohibited.

    6. Food and beverage on the bus ride are prohibited.
    7. Keep hands, head, and feet inside the bus.
- D. Disembarking
    1. All children need to know how to cross the road or street when exiting the bus whether this is part of their regular routine or not. The differences between urban areas and rural areas must be stressed.
    2. Flashing red lights on the bus indicate cars must stop, but sometimes cars do not stop and children have been hit. In rural and suburban areas, instruct children to wait for the bus driver's signal to cross the street.
    3. Except in urban areas where riders are disembarking at curb and crosswalk, it is very important for children to cross in front of the bus where the driver can see them.
    4. The rider should be at least ten feet in front of the bus when crossing the street to avoid the danger zone.
    5. Riders should be reminded to search for cars coming or going, looking all ways.
- E. Entering the School Building
    1. If students drop articles, they must wait until the bus has left to retrieve the articles.
    2. Safety procedures prohibiting careless play should be observed while entering the school building.
- F. Dealing with Unavoidable Emergency Problems
    1. Children should learn to differentiate between an emergency and a problem.
    2. Children must be prepared to deal with problems and emergencies, including weapons on buses, unauthorized personnel, assaults, kidnapping, etc.

V. District School Bus and Pedestrian Safety Program
- A. Philosophy
    1. The safety of all children walking to, waiting for, boarding, riding, and disembarking school district transportation vehicles is of paramount importance. Teaching bus and pedestrian safety education to all K-12 students is essential to the district's transportation program.
- B. Components
    1. Direct teaching (real life situations)
    2. Role modeling
    3. Problem solving
    4. Promotions to continue interest/involvement
    5. Practice—demonstrations
    6. Continual reinforcement of learned concepts.
- C. Roles of Officials
    1. School bus drivers need to be seen as positive role models in the bus safety program.
    2. The involvement of the district transportation director and principal will further reinforce the importance of bus and pedestrian safety.
    3. Teachers and administrators are key role models in the bus safety and pedestrian teaching process.
    4. Law enforcement personnel need to be included and seen as positive role models in the bus safety program.

    5. Curriculum should refelct the type of pupil transportation—district owned or privately contracted services.
  - D. How to Become a Safety "Scholar"
    1. School promotions, such as bus rider certificates for positive observance of bus safety rules, can be used to increase student awareness.
    2. School contests involving bookmarks, flashcards, posters, etc. can also be used to facilitate learning and increase student awareness of bus and pedestrian safety procedures.

VI. The Role of Bus Safety Personnel

- A. Bus drivers
- B. Teachers
- C. Principals
- D. Transportation director
- E. Private contractor–transportation safety director
- F. Curriculum director
- G. Families
- H. Students
- I. Parents

VII. School Bus and Pedestrian Education

- A. Elementary (K-3)
  1. Be on time.
  2. Respect yourself and others.
  3. Obey your bus driver who is in charge of the bus as the teacher is in charge of the class.
  4. Keep head and hands inside the bus.
  5. Understand the importance of safety—especially regarding the danger zone.
  6. Understand the importance of remaining seated—compartmentalization as opposed to the use of safety seat belts on large school buses.
  7. Learn the 14 primary goals.
- B. Grades Four and Five
  1. Review the total school bus and pedestrian safety education program goals and objectives.
  2. Understand how statistics are used and relate them to the causes of accidents.
  3. Understand how to reduce the number of accidents.
  4. Understand potential hazards, emergencies, and problems.
  5. Recognize increased responsibility—role modeling.
  6. Make the transition from yellow school buses to public transportation.
  7. Understand the roles of agencies.
- C. Grades Six through Eight—Mini Units
  1. Review total program goals and objectives.
  2. Understand consequences for noncompliance.
  3. Realize the need for family and community involvement.
  4. Provide assistance and role modeling.
  5. Learn bus accident statistics—causes and prevention.
  6. Know district rules, regulations, policies, and procedures.

7. Be familiar with the role of federal, state, and local agencies and organizations.
8. Make the transition from yellow school bus to city public buses.

D. Grades Nine through 12—Mini Units

1. Study bus safety personnel—driver perspective, employment potential.
2. Learn bus safety procedures—inspections, laws.
3. Review bus safety—loading and unloading zones.
4. Learn bus/vehicle comparisons—size, purpose, safety features.
5. Know how bus and other drivers obtain licenses.
6. Be aware of their responsibilities as drivers.
7. Make the transition from school to community.
8. Know vehicle safety aspects.

Goals

The highlighted primary goals need to be included in all bus safety programs.

General Information

1. **The student will understand why learning about school bus and pedestrian safety is an important education concept.**
2. The student will understand the importance of safety as it relates to his or her personal life.
3. The student will learn about past, present, and future safety problem areas of bus and pedestrian activities including emphasis on the journey to and from school and bus loading sites.
4. The student will gain knowledge regarding statistics of school-bus-related accidents.
5. The student will apply knowledge of bus-related accidents to his or her own ridership.
6. The student will be able to identify the major causes of bus accidents in the nation, state, county, and city.
7. The student will appreciate the need to learn about school bus safety.
8. The student will understand school district safety issues, problems, statistics, and future implications.
9. The student will understand how bus and pedestrian safety correlates with general health-related issues.
10. The student will understand why the school district is responsible for teaching bus safety education to students.
11. The student will understand the various roles of the school district bus transportation program personnel.
12. The student will understand that the bus driver needs a special license and training to drive a school bus.
13. The student will gain knowledge of the school district's bus safety program and its specific components including appropriate behavior.
14. **The student will know how to be in charge of his or her own behavior while participating, as a rider, in the district bus transportation program and the consequences of noncompliance.**

Bus and Pedestrian Safety Procedures

15. The student will be able to identify and demonstrate the advantages of knowing good bus safety procedures.
16. **The student will be able to identify and demonstrate a knowledge of safe walking to and from the bus stop.**
17. **The student will be able to demonstrate knowledge of school bus safety procedures when *waiting for the arrival of a bus.***
18. **The student will be able to demonstrate knowledge of school bus safety procedures when *boarding a school bus.***
19. **The student will be able to demonstrate knowledge of school bus safety procedures when *riding on a school bus.***
20. **The student will be able to demonstrate knowledge of school bus safety procedures when *disembarking the school bus.***

21. The student will understand how good safety rules and good behavior extends from the bus on the playground and into the school building.

22. **The student will understand the *danger zone* and the relationship between bus safety and pedestrian safety.**

23. **The student will understand bus safety rules and procedures and the consequences of noncompliance.**

24. The student will understand that there are some differing safety standards for the construction of school buses and passenger cars.

25. The student will learn about bus ridership.

26. **The student will understand the importance of learning basic emergency bus evacuation procedures.**

27. The student will be able to demonstrate the evacuation rules in case of a bus-related accident.

28. **Students will understand that the safety ridership standards for public transportation are similar to those for school buses.**

29. The student will understand the concept of compartmentalization versus safety belts and the need to be seated at all times.

30. **The student will understand why a school bus driver is in charge of the rules of the school bus.**

Family and Community Involvement

31. The students will understand that all drivers of passenger vehicles need to be aware of good school bus safety standards, rules, regulations, and laws..

32. **The student will understand why families are key ingredients to the success of a bus safety program.**

33. Families, community, public, law enforcement, and school personnel will understand how they can assist children in becoming safe school bus riders and pedestrians.

34. Families and other drivers of passenger cars will understand their responsibility in providing a safe environment for school bus riders.

35. The student will understand how and why various state, national, and local agencies and organizations affiliated with bus and pedestrian safety work toward helping children.

36. **The student will understand the relationship between bus safety and pedestrian safety.**

37. The student, family, and school personnel will understand that law enforcement procedures and policies are positive in respect to school bus and pedestrian safety.

Elementary Level 1

Introduction
Kindergarten
Grade One
Grade Two
Grade Three

Introduction

Prescriptive teaching prevails at the elementary level emphasizing **walking** to the school bus stop, **waiting** for the bus, **boarding** the bus, good ridership while **riding** the bus, and **disembarking** the bus. Lessons should focus on the aspects of danger in a particular community and school district. These activities provide insight into where accidents primarily occur, in the **danger zone**, areas outside the school bus where children cannot be seen.

The objectives and classroom activities introduce the primary goals and provide a basic understanding of the necessary components of bus and pedestrian safety. The classroom activities can be integrated into a variety of subjects allowing for specific differences in existing school district curricula as well as emphasis on appropriate rural, suburban, and urban settings.

The format allows for patterns and schedules (30 to 50 minute time periods). The formal duration of the lessons is one week, taught each day for five days; however, this can vary. Conducting the program during a designated week either district- or school-wide may enhance the success of the program and also create an added opportunity to have a broader community focus on school bus and pedestrian safety. Directors of transportation, bus drivers, families, and other interested community members, including law enforcement officers, can emphasize appropriate concern for safety.

The students are introduced to potential dangers, appropriate behavior, rules, and the consequence of noncompliance. Students learn why only small buses use safety belts and why it is important to remain seated at all times while riding the bus. Compartmentalization, the concept inherent in the manufacturers' specifications for school bus construction, is the use of high, padded, protective seats that protect the rider as long as she or he remains seated. Construction standards for the school buses require such safety equipment.

Kindergarten Objectives

The student will

- learn what the word "safety" means.
- describe why safety is important.
- learn what the words "school bus safety" mean.
- learn what the term "walker" means.
- know that there are many people responsible for their school bus safety.
- understand why rules are necessary for school bus safety.
- understand why some rules are different for urban, rural, and suburban districts.
- understand the relationship between safety and personal health.
- explore ways that safety is important in his or her everyday life.
- appreciate that safety is necessary to prevent accidents.
- explore ways that safety is synonymous with words like happy, healthy, security, and protection.
- understand how safety affects other people (family, friends, adults, etc.).
- know what the danger zone is.
- demonstrate the appropriate road or street crossing procedures.
- gain information on basic school bus safety regarding walking, waiting, boarding, being on the bus, leaving, entering the school building, and going home as soon as he or she exits the bus.
- learn that there is a difference between exiting a city transit bus and a school bus. Students disembarking a school bus in the city will wait on the curb until the bus has passed, and it is safe to cross the street. When deboarding a school bus in a rural or suburban area, students cross in front of the bus when the driver has motioned for them to proceed.
- learn about the responsibilities of a school bus driver.
- understand why a school bus driver is in charge of the rules of the school bus, as a teacher is in charge in the classroom.
- understand why safety belts are not used in large school buses and how compartmentalization and school bus manufacturing safety standards protect them.

Implementation Time: 1 week (five days)

Kindergarten / Lesson One

Objectives

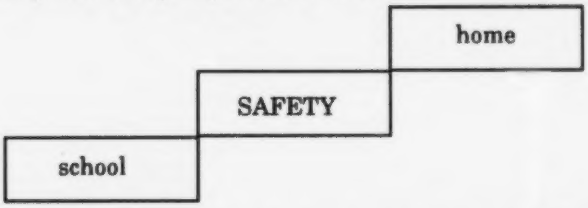
The student will
A. learn what the word "safety" means.
B. describe why safety is important.

Teacher Information

The students need to learn about and discuss the meaning of the word "safety" as it relates to their real-life experiences. As the students discuss what they need to do to be safe in a car, they are likely to describe their use of safety belts. When riding a big school bus, there are typically no safety seat belts, but buses with nine or less passengers will have them. Larger school buses are manufactured with specific safety standards including seats constructed with special materials to provide security. These seats do not move and they are high-backed (compartmentalization) for stability and safety. It will be important to reassure the students that they do not have to have safety belts on the larger buses; they will be safe if they remain seated. Large public buses, which some students ride, also do not have safety belts. Lesson two provides an introduction to safety rules and contains icons that represent the basic safety rules. Check your library for books such as *Berenstein Bears Go to School* and the Safety Town series. Icons representing rules and an icon that signifies happiness as related to home and school appear on pp. 19-25 and in Appendix A. These can be used to generate discussions. Lesson four suggests using an actual bus so the students can practice safe behavior.

Activities

A. Use pictures of different vehicles (buses, cars, trucks, bicycles, etc.) to discuss safety when riding or being near each vehicle. Brainstorm the meaning of safety.
B. Use the following semantic map or icons introduced in Lesson Two (pp. 17-28) to visually identify how safety impacts our lives.



C. Have students draw pictures that represent safety to bind in a class safety book. Children can check the book out and take it home to discuss safety with their families.

Kindergarten / Lesson Two

Objectives

The student will
A. learn what the words "school bus safety" mean.
B. learn what the term "good walker" means.
C. know that there are many people responsible for their school bus safety.
D. understand why rules are necessary for school bus safety.
E. understand why some rules are different for urban, rural, and suburban districts.

Teacher Information

Safe walking, waiting, boarding, riding, and leaving are important procedures that students will need to learn. *Waiting* needs to include: walking to the bus, being on time, and orderliness at the bus stop. *Boarding* includes: using the handrail, orderly single file entrance, and selecting seats. (Seating arrangements may vary.) *Riding* includes: no standing, remaining seated, proper use of windows, obeying the bus driver, and no careless play. *Leaving* includes: leaving seats only at the direction of the driver, using the handrails, and crossing streets.

Bus procedures related to crossing streets in urban areas are different than in rural or suburban areas because school buses may not be allowed to use their flashing lights (It would create more traffic problems in congested areas.) It is important for you and your students to be aware of the specific procedures your district uses. Graphic examples (blackline masters) are included here and in Appendix A for urban and rural and suburban crossing procedures. In urban areas, children wait on the sidewalk and cross the street after the bus pulls away.

The DPI, DOT, and UW-Madison developed and produced a K-3 video *Bus and Ped Safety with Rae the Mime*. Even though it was primarily developed for urban districts, the following safety rules are appropriate for all districts.

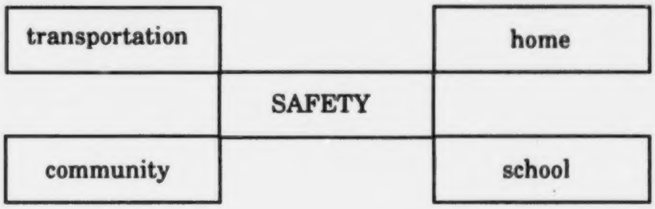
1. Be on time.
2. Listen to your teacher and obey your bus driver.
3. Remain seated and quiet at all times.
4. Keep hands and head inside the bus.
5. Respect property.
6. Stay out of the danger zone.

Although the K-3 video is not recommended for this lesson, the teacher may want to view the video for information. Each of the above rules are depicted by the following icons which also appear in Appendix A. Teachers may want to show segments of the video as it relates to each icon.

Activities

A. Have students view videos such as *Pooh's Great School Bus Adventure* or *Buster and the Boosters*. (See Appendix C for reference information.) Coloring books, which correspond to the videos are available for purchase.

B. Use the following semantic map and icons (pp. 19-26) to demonstrate the components of bus and pedestrian safety.

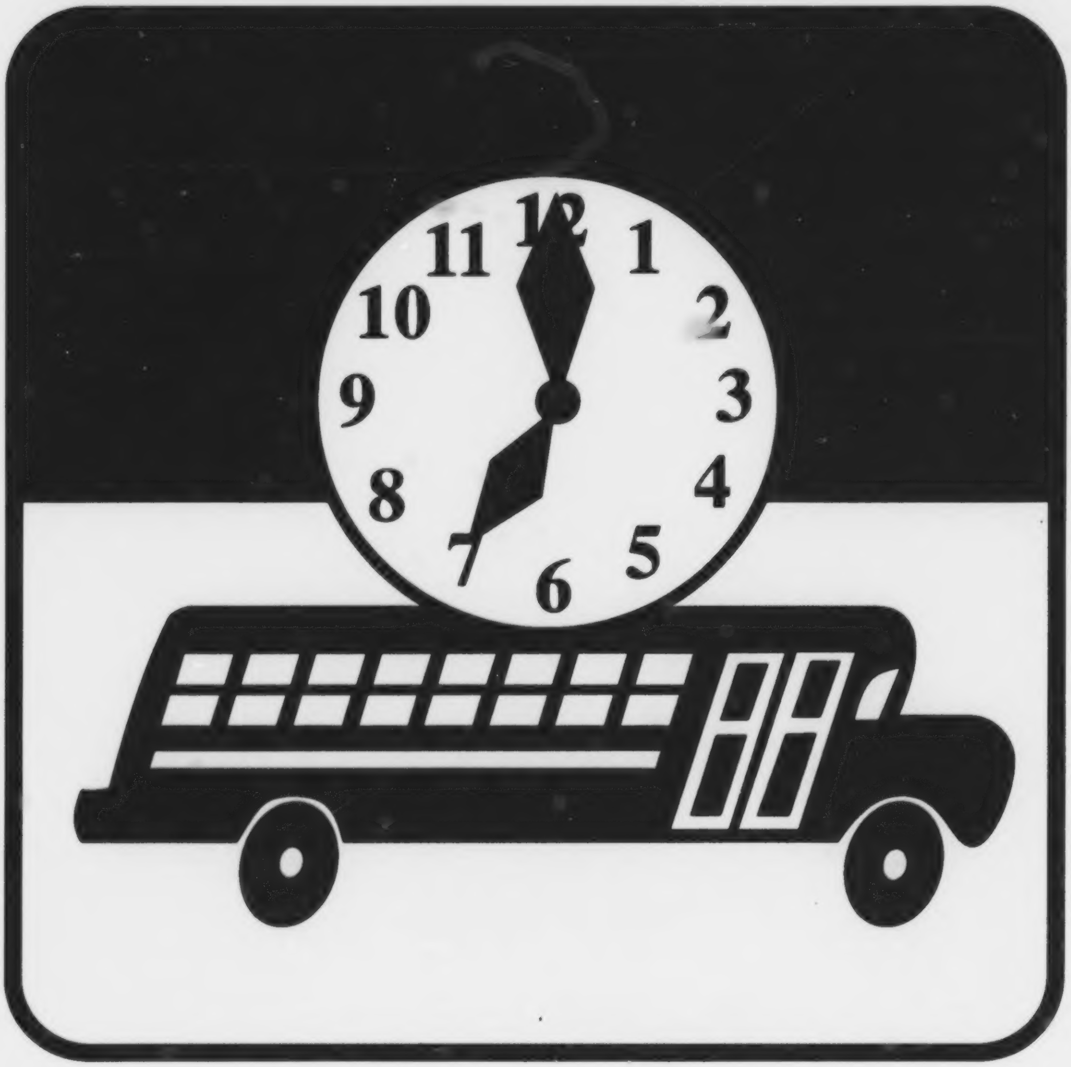


The following blackline masters depict the basic safety rules. An additional icon indicates that happiness is related to home and school which can help generate discussions about safety at home and school.

C. Have students draw pictures demonstrating their knowledge of school bus rules. These can be sequenced (display waiting pictures before those depicting boarding, etc.) or cut and pasted to create a classroom display.

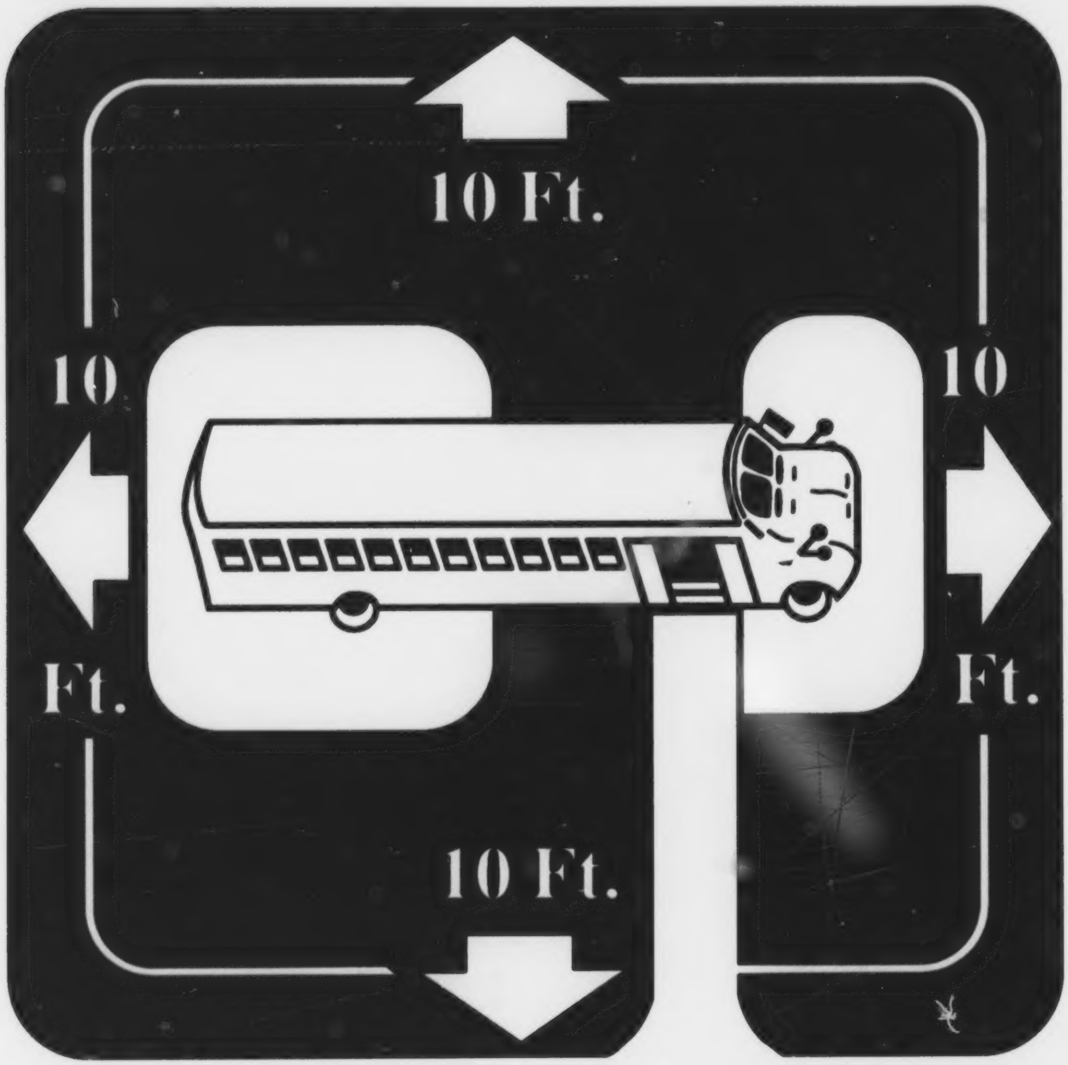
D. Have students color the following icons depicting proper crossing procedures. (See pp. 27-28 and Appendix A.)

Safety Icons


12
1
2
3
4
5
6
7
8
9
10
11

Be on TIME

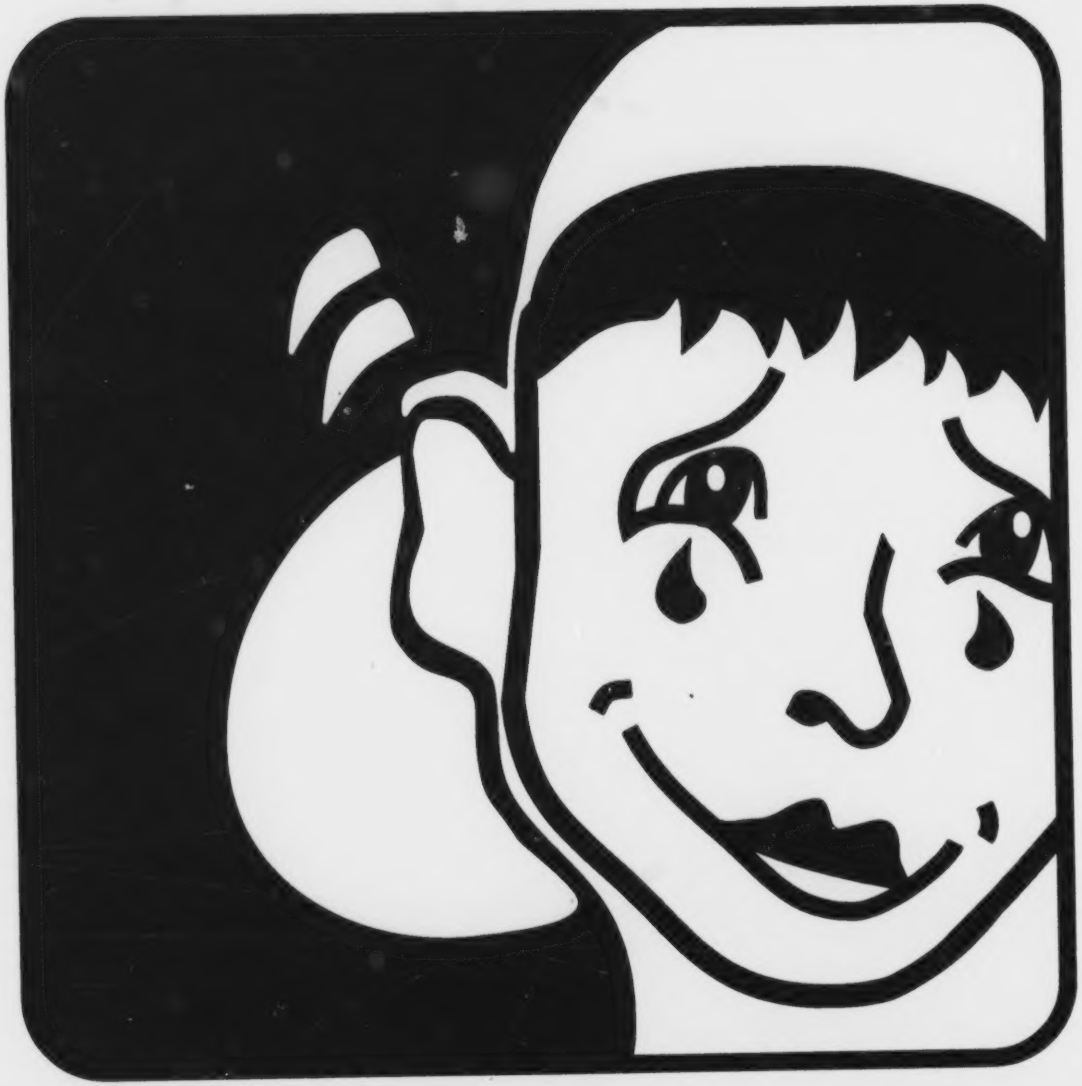
Safety Icons


10 Ft.
10 Ft.
10 Ft.
10 Ft.

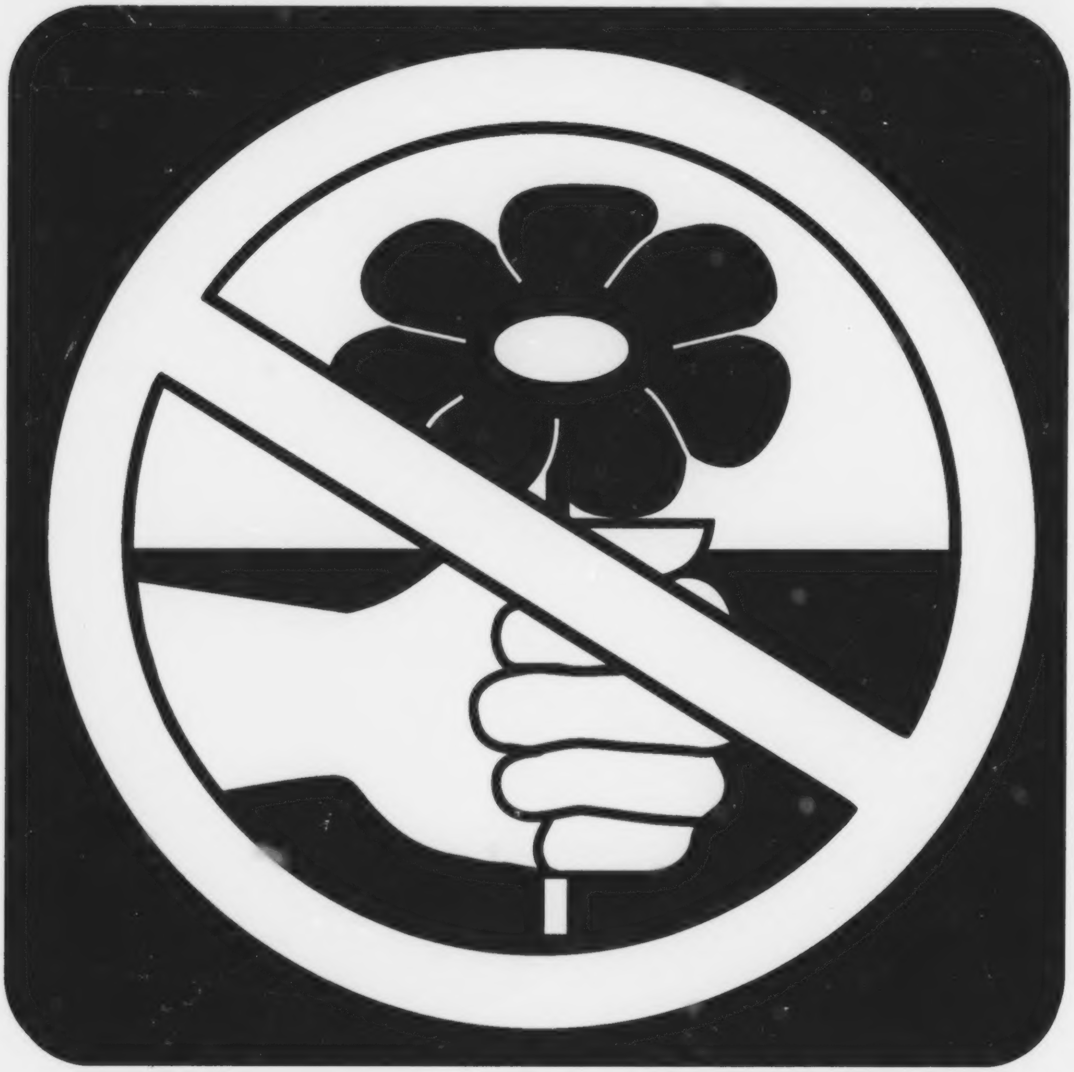
Stay out of the DANGER ZONE

LISTEN
to your
teacher
and

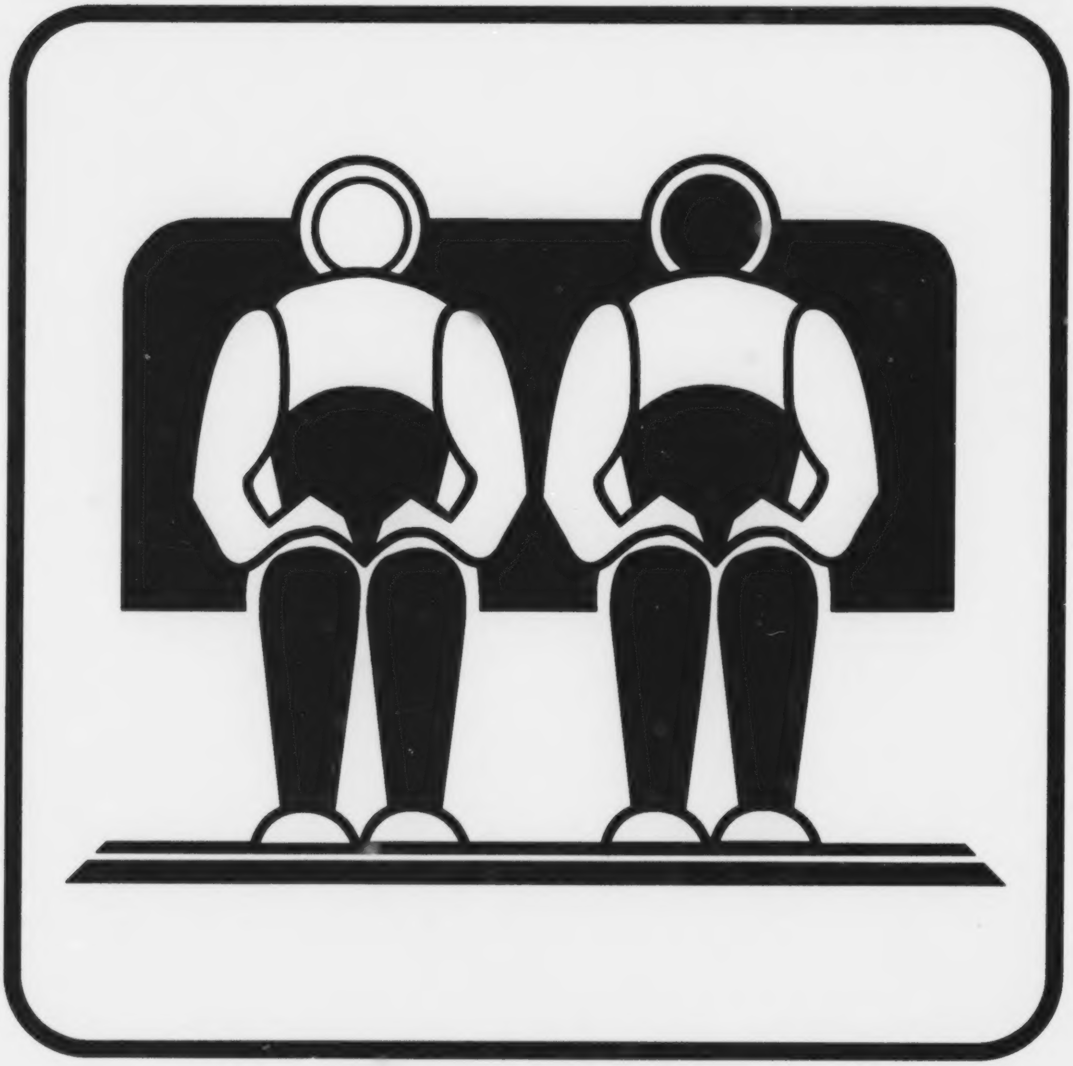
OBEY
your
bus
driver



Safety Icons

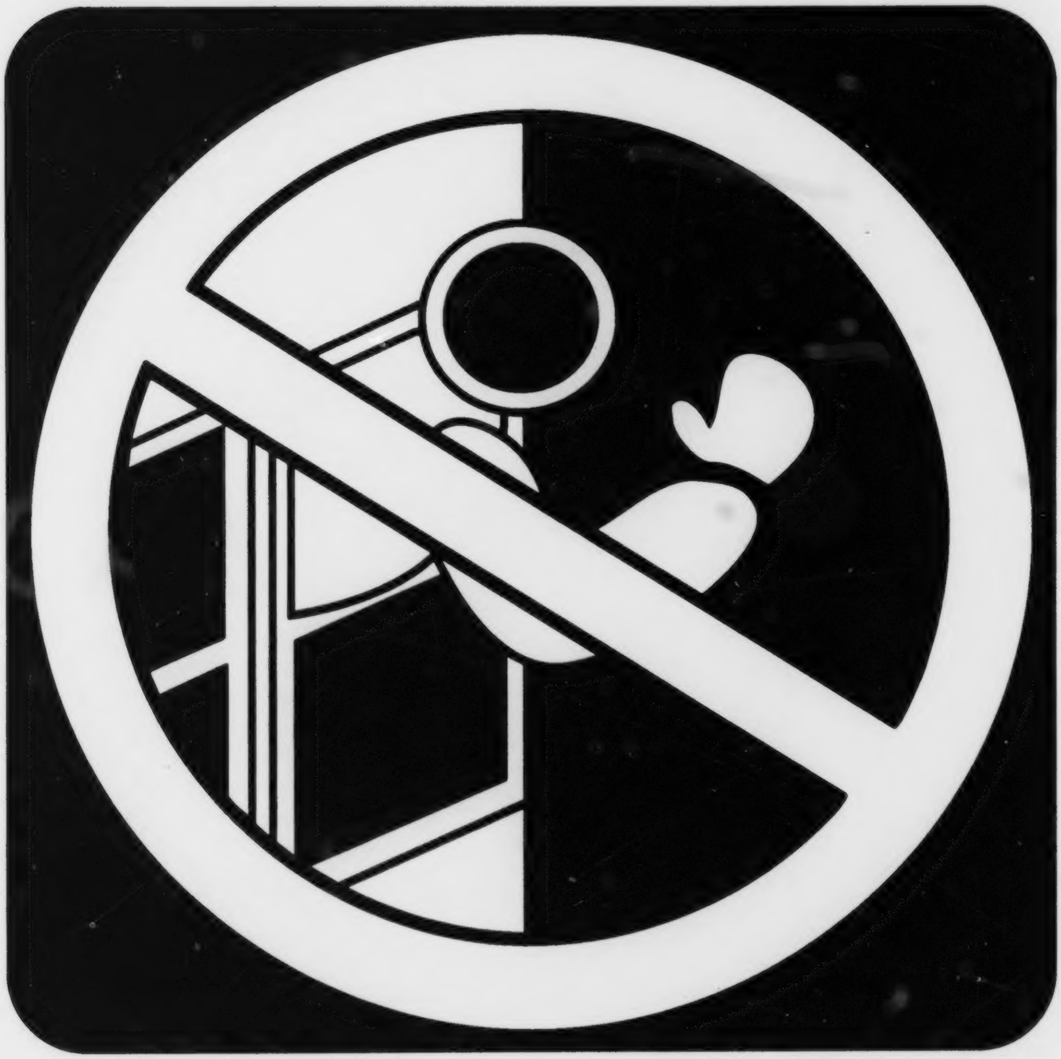


Respect the PROPERTY of others



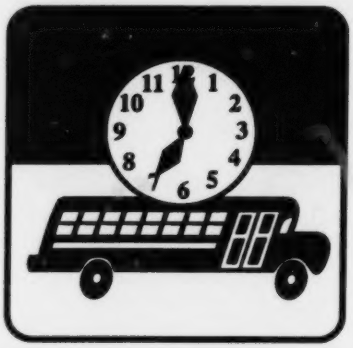
Remain SEATED & QUIET at all times on the bus

Safety Icons

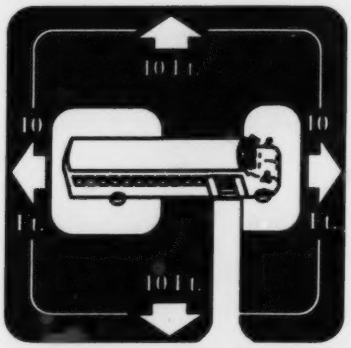


Keep HANDS & ARMS inside the bus

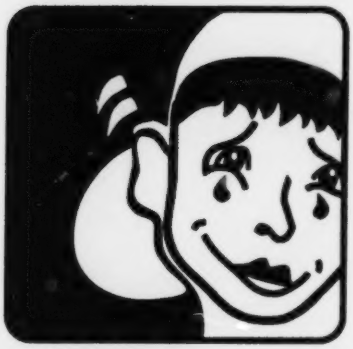
Safety Icons


12
1
2
3
4
5
6
8
9
10
11

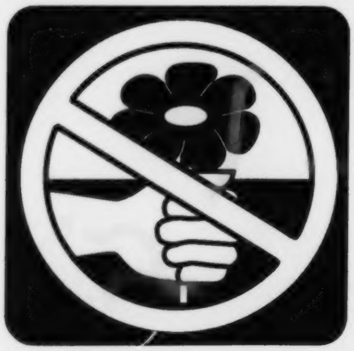
Be on TIME!


10 ft.
10 ft.
10 ft.
10 ft.

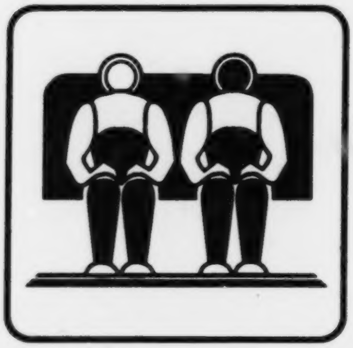
Stay out of the
DANGER ZONE!



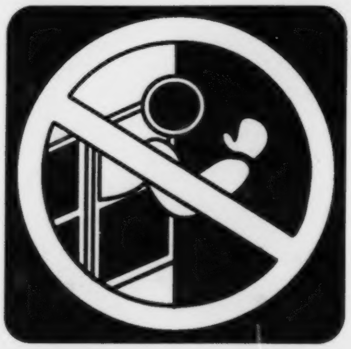
LISTEN to your
teacher & bus driver!



Respect the
PROPERTY of others!

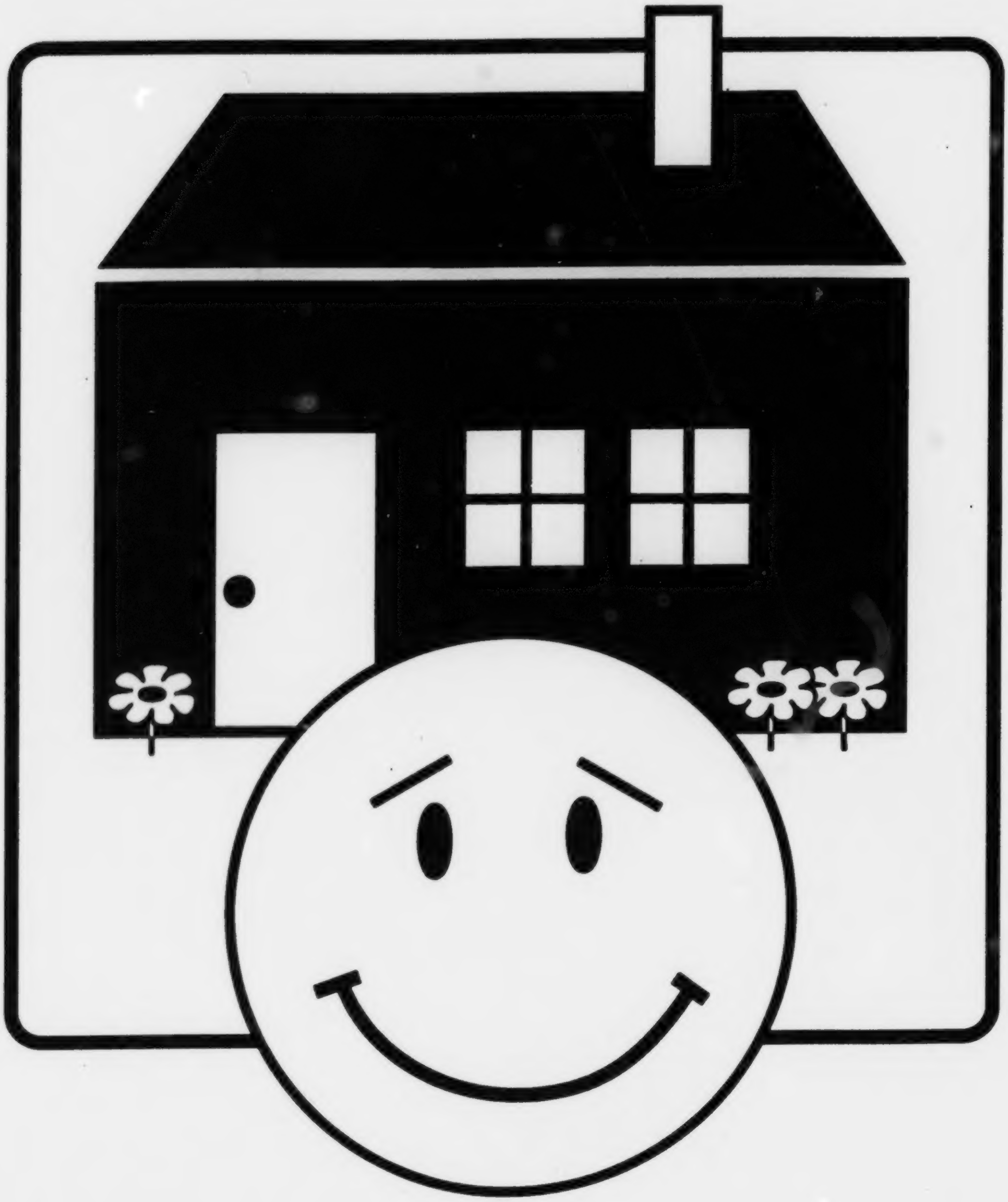


Remain SEATED & QUIET
at all times!



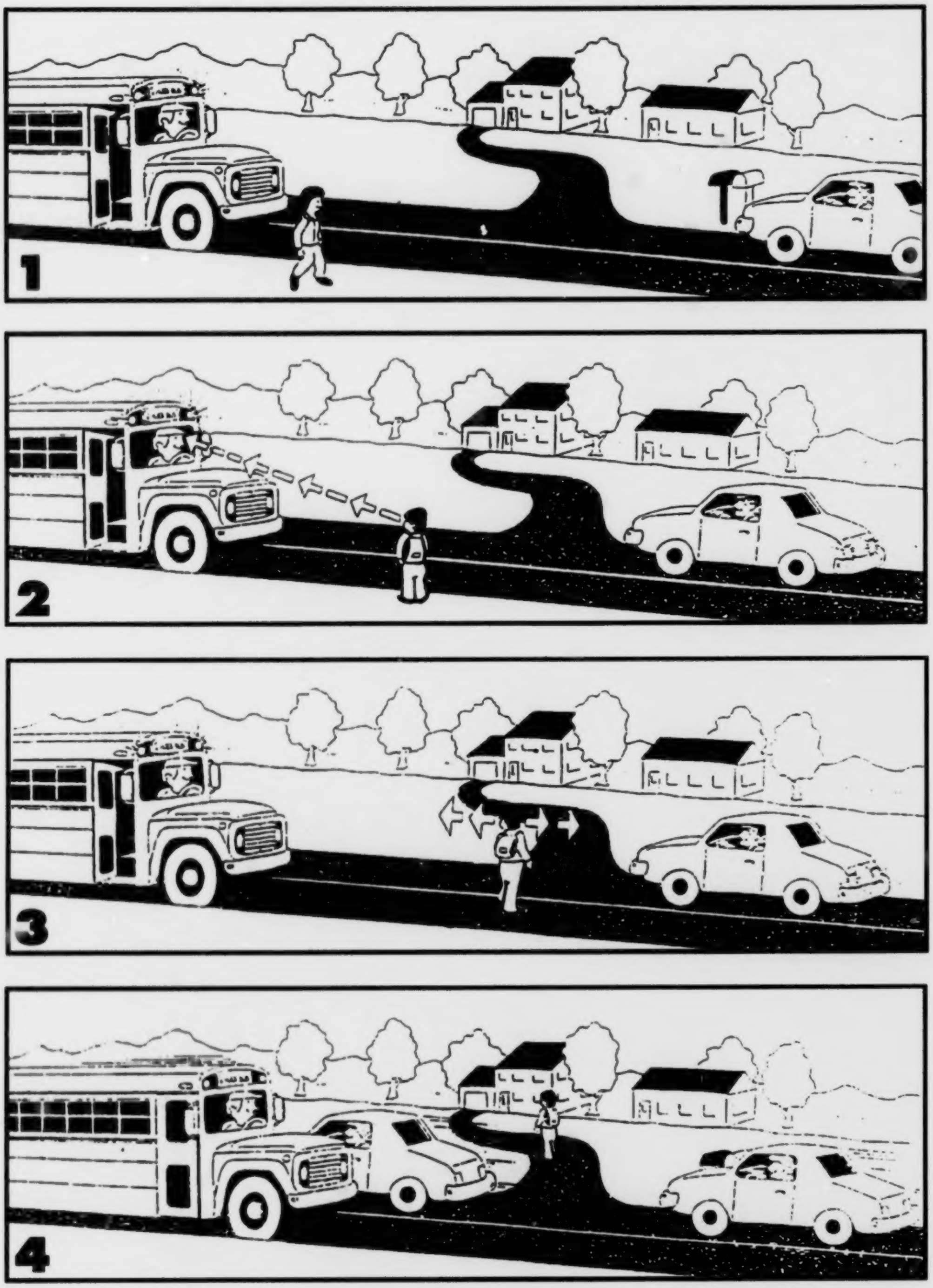
Keep hands & arms
INSIDE the bus!

Safety and Happiness



Blackline Master 9 ■

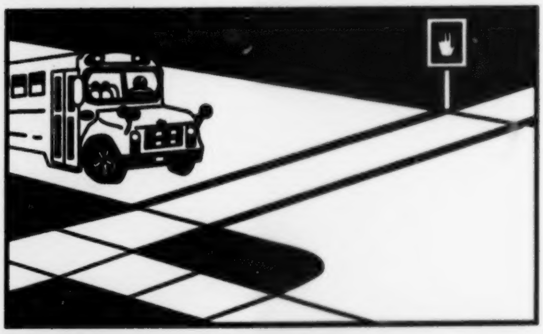
Rural and Suburban Crossing Procedures



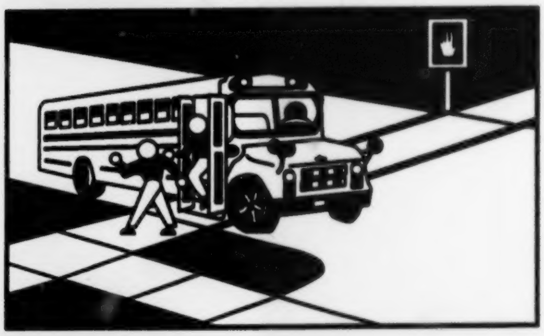
Duplicate for classroom use

Blackline Master 10

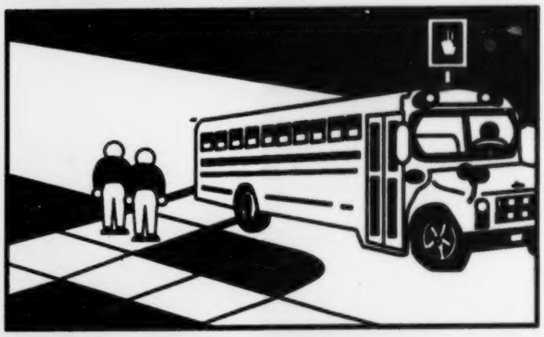
Urban Crossing Procedures



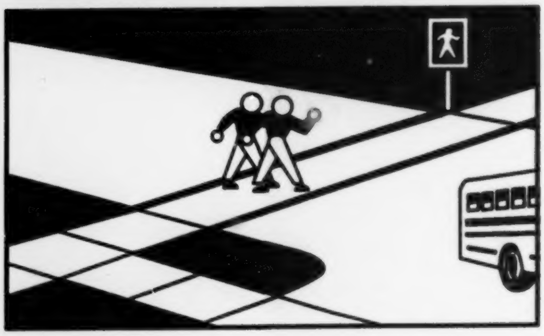
a



b



c



d

Kindergarten / Lesson Three

Objectives

The student will
- A. understand the correlation between safety and personal health.
- B. appreciate that safety is necessary to prevent accidents.
- C. explore ways that safety is important in her or his everyday life.
- D. learn that safety is synonymous with words like happy, healthy, security, and protection.
- E. understand how safety affects other people (family, friends, adults, etc.).
- F. understand what the danger zone is.
- G. understand the appropriate road or street crossing procedure.

Teacher Information

Remind students that their behaviors are an essential part of safety and that safe habits affect their well-being and happiness. Children need to know that their behavior outside of the bus is the most important part of bus and pedestrian safety. All bus-related fatalities in Wisconsin occurred outside of the bus, frequently in the danger zone, which is a ten-foot area around the bus where children are not visible to the bus driver. For example, children should ask an adult for help instead of picking up things that they have dropped outside of the bus or wait for the school bus to leave.

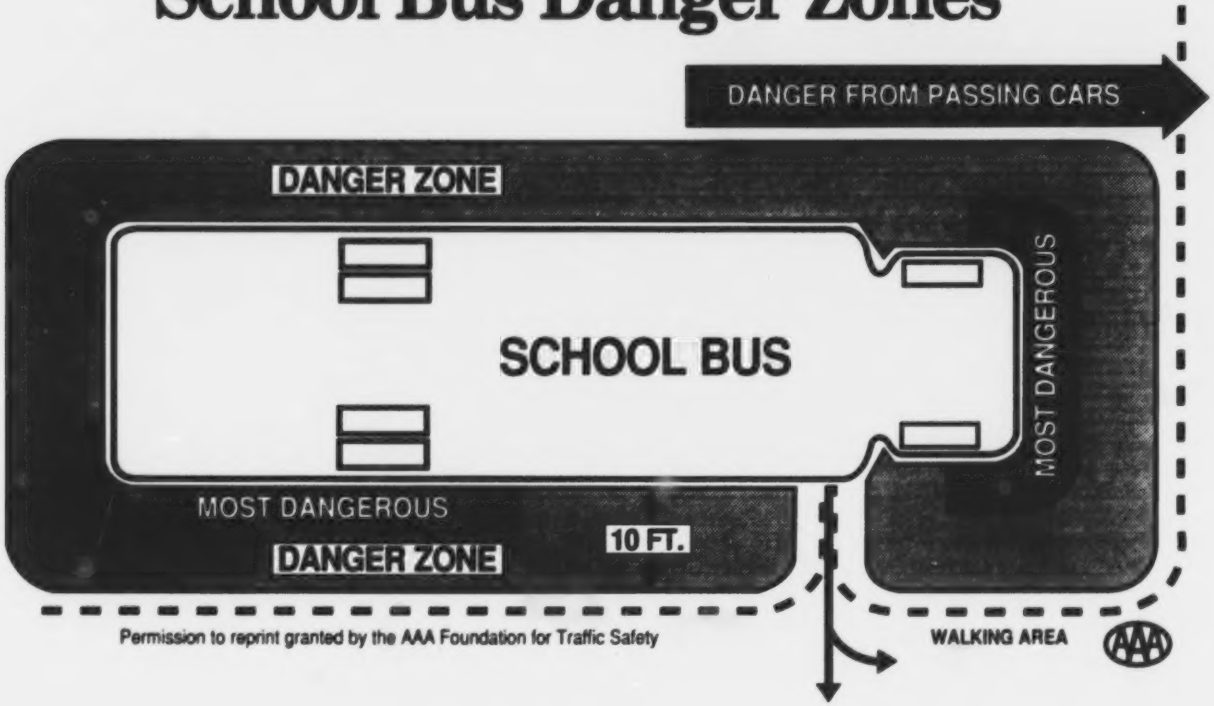
Activities

- A. With students, arrange the classroom chairs to simulate a bus. Students can practice good bus safety procedures with an emphasis on the danger zone. (This area is depicted in the following AAA diagram and in Appendix A. Students can color copies of this.) The ten-foot area can be indicated with yarn or tape. Remind students not to pick up things that they have dropped in the danger zone.
- B. Discuss with students how safety prevents accidents using real-life situations: poison, bike riding, walking, careless play, railroad crossings, danger zone, etc.
- C. Hold up the safety icons on pp. 19-25 and Appendix A and have the children recite the appropriate rule.
- D. Play a game with students to explore how safety makes them feel.
  1. Students draw a happy face on one side of an index card and a sad face on the other side.
  2. The teacher describes situations involving good or poor safety. The students hold up the side of the card representing how they would feel in those situations.
  3. Students discuss their thoughts.
- E. With the students, create cardboard buses using shoe boxes or bigger pieces of cardboard to create a large bus. With the use of stick puppets, have students demonstrate safe behavior in various situations (for example, danger zone, waiting for the bus, disruptive behavior, etc.).
- F. Invite speakers to discuss safety from organizations such as: Operation Lifesaver (railroad safety) or local law enforcement (McGruff, Neighborhood Watch, etc.).

G. A "Bus Buddy" program utilizing fifth or sixth grade students as role models facilitates learning at both levels. This can fit in with the "Safety Scholar" program for upper grade levels. (See Appendix B for information. Blue Bird sponsors these programs.)

H. Designate a "School Bus Pedestrian Safety Week" for a schoolwide or community promotion.

School Bus Danger Zones


DANGER FROM PASSING CARS
DANGER ZONE
SCHOOL BUS
MOST DANGEROUS
MOST DANGEROUS
10 FT.
DANGER ZONE
WALKING AREA

Permission to reprint granted by the AAA Foundation for Traffic Safety

Kindergarten / Lesson Four

Objectives

The student will
- A. gain information on basic school bus safety regarding walking, waiting, boarding, being on the bus, leaving, entering the school building, and going home as soon as he or she exits the bus.
- B. learn that there is a difference between exiting a bus in the city and in rural and suburban areas. Students disembarking a school bus in the city will wait on the curb until the bus has passed, and it is safe to cross the street. When deboarding a school bus in a rural or suburban area, students cross in front of the bus when the driver has motioned for them to proceed.

Teacher Information

Students have been introduced to these concepts in lesson two. This lesson allows them to practice and reinforce these areas of concern. The teacher should review lesson two and the safety icons. The teacher may want to show videos that emphasize different crossing procedures. (See Appendix C.)

Activities

- A. Have students practice boarding, riding, and disembarking procedures on a demonstration school bus vehicle under the direct supervision of a teacher, school bus driver, and/or transportation director. Use appropriate practice activities. (See objective B.) It may be necessary to postpone this activity until a bus is available.
- B. Assign a student or groups of students, in cooperative learning groups, to create a five-page language experience booklet illustrating these concepts: walking, waiting, boarding, riding, leaving, and entering the school building, or returning home. The students share them in class and, if time permits, with class members of another grade level. Students can take the booklets home to share with their families. Students could create these booklets during their reading lesson.
- C. Read the following examples and have students respond with thumbs up or thumbs down signals to indicate whether the behavior is good or bad.

I'm going to read things that can happen on our school bus. All the children are on board, and the school bus is on its way to school. Some children are misbehaving. After I read each line, you put your thumbs up if the children are acting properly; and give me the thumbs down signal if they're misbehaving, OK?

The bus door is closed, and the bus is leaving for school. In the back, two boys start throwing paper at each other. **Thumbs down.**

A girl sitting behind the bus driver turns around and yells loudly to her friend in the back of the bus. **Thumbs down.**

Two boys sitting next to each other are talking loudly. The bus comes to a stop, and the boys quit talking for a moment so the driver can listen for other cars. **Thumbs up.**

A girl with a trumpet for her band lesson places the trumpet case under the seat before the bus begins to move. **Thumbs up.**

The bus stops at a railroad crossing. Three friends in the back of the bus keep yelling and laughing loudly. **Thumbs down.**

One boy sees his best friend poke his pencil into the bus seat, so he starts doing the same thing. **Thumbs down.**

Another boy sees the two boys poking their pencils into the bus seat and asks them to stop. **Thumbs up.**

A boy cleaning out his book bag throws paper away on the floor of the school bus. **Thumbs down.**

A girl sees her best friend sitting in front of her. While the bus is moving, the girl gets up from her seat and goes to the front so she can be with her friend. **Thumbs down.**

A boy gets off the bus in a large city and immediately runs across the street to meet his friend. **Thumbs down.**

A boy gets off the bus in a large city, stands on the curb, and waits to cross the street, looking in all directions before crossing in the cross walk. **Thumbs up.**

A girl getting off the bus in the country waits for the driver's signal to cross the road. **Thumbs up.**

A girl waiting to cross in front of the school bus in the country sees a car approaching at a very fast speed even though the school bus red lights are flashing. She waits carefully on the shoulder of the road watching her driver. **Thumbs up.**

Kindergarten / Lesson Five

Objectives

The student will

- A. learn about the responsibilities of a school bus driver.
- B. understand why a school bus driver is in charge of the rules of the school bus, as a teacher is in charge in the classroom.
- C. understand why safety belts are not used in large school buses and how compartmentalization and school bus manufacturing safety standards protect them.

Teacher Information

Students need to learn that the bus driver is in charge while they are on the school bus just as the teacher is in charge in the classroom. The guest speaker should be an experienced bus driver or other appropriate personnel who has the ability to communicate with young children. The discussion should emphasize proper on-bus behaviors (as depicted in the icons on pp. 19-25) and establish the authority of the bus driver.

Activities

- A. Arrange a visit from a school bus driver, transportation consultant, contractor, or other qualified personnel. The presentation should include the following:
  1. responsibilities of the bus driver and transportation personnel.
  2. importance of school bus and pedestrian safety, emphasizing the danger zone and railroad crossings. (See Appendix B for Operation Lifesaver.)
  3. basic bus and pedestrian safety rules including those depicted in the icons.
  4. brief explanation about the ways in which padded high seats can protect them along with the importance of being seated at all times. This can also be done by taking a trip to the bus garage where appropriate personnel explain these topics. (See Appendix B. Bus companies can provide information regarding safety topics.)
- B. Have students send thank-you pictures communicating what they learned from the guest speaker or a language experience story that they have illustrated.

Grade One Objectives

The student will

- review the basic vocabulary words of safety inside the school bus, walking to the bus stop and waiting safely, danger zone, rules, health, and "in charge of."
- learn about simple safety facts and relate these to accident prevention.
- learn about the causes of bus accidents.
- understand why safety belts are not used in large school buses and how compartmentalization and school bus manufacturing safety standards protect them.
- review school bus and pedestrian safety guidelines for walking to the bus stop, waiting for the arrival of the school bus, boarding the school bus, riding the school bus, and disembarking the school bus.
- understand that pedestrian safety has a relationship to bus safety and the danger zone rules.
- review the role of the school bus driver and relate it to the school and classroom.
- understand how to deal with unusual emergency situations.
- know appropriate crossing procedures for rural, suburban, or urban areas, as applicable.
- understand the consequences for noncompliance with school bus rules.

Implementation Time: 1 week (five days)

Grade One / Lesson One

Objective

The student will review the basic vocabulary words of safety inside the school bus, walking to the bus stop and waiting safely, danger zone, rules, health, and "in charge of."

Teacher Information

Teachers should summarize and review the vocabulary introduced at the kindergarten level including the following terms: disembarking/deboarding (exiting the bus) and compartmentalization. (Large buses that seat ten or more passengers have specially constructed seats which are high backed and reinforced to provide protection to the students, as long as they remain seated.) It will be important to reassure the students that they do not have to wear safety belts on the larger buses, the entire bus including the seats is constructed for their safety.

Safety: following the rules that would protect them from accidents. Teachers should describe examples of safe and unsafe behaviors including how to act around railroad tracks and crossings. Students need to realize that trains could come any time.

Pedestrian safety: involves walking to and from school or the bus stop, crossing streets, being aware of vehicle traffic, railroad crossings, and unsafe situations.

Boarding/deboarding/exiting/disembarking: relates to arriving at the bus stop, entering and leaving the bus, using the handrail, entering and exiting single file in a polite, courteous manner, and understanding the appropriate method of street crossing.

Danger zone: ten-foot area around the bus where children cannot be seen.

Accident: an unplanned incident possibly causing danger or harm to children.

Rules: necessary guidelines for all students to follow to be safe.

Health: a condition of well-being.

In charge of: means being responsible for another; the bus driver is in charge of the bus, as the teacher is in charge of the class.

The following rules were introduced in the teacher information at the kindergarten level:

1. Be on time.
2. Listen to your teacher and obey your bus driver.
3. Remain seated and quiet at all times.
4. Keep arms and hands inside the bus.
5. Respect property.
6. Stay out of the danger zone.

These rules are part of a K-3 video *Bus and Ped Safety with Rae the Mime*, which may be shown in its entirety or in parts sometime during the first through third grades. While the video is urban-oriented, the rules and icons are appropriate for all districts. Icons on pp. 19-25 and in Appendix A depict the safety rules.

Activities

A. Have students create a language experience story with the teacher using the above vocabulary words. Each student illustrates the story. This could also be done as a cooperative learning experience. Focus on the meaning of the vocabulary words.

B. The blackline master diagram of the danger zone (AAA) on p. 31 can be used as a coloring activity.

C. The blackline masters of the icons (pp. 19-25) can be used as a coloring activity.

D. The blackline masters for appropriate rural and suburban crossing (p. 27) can be used as a coloring activity. A portion of the K-3 video related to street crossing can be shown in urban areas.

E. Operation Lifesaver is an excellent resource for railroad safety and safe walking. (See Appendix B.)

F. A school bus driver or transportation or safety director could demonstrate how difficult it is for the bus driver to see small children. Students could sit in the driver's seat and view other students as they walk outside of the bus in the danger zone.

Grade One / Lesson Two

Objectives

The student will

A. learn about simple safety facts and relate these to accident prevention.

B. learn about the causes of bus accidents.

C. have an understanding of why safety belts are not used in large school buses.

Teacher Information

The safety facts outlined in activity A below are not all inclusive. They are good, basic introductory facts for this grade level.

State and national statistics show that accidents occur most frequently outside of the school bus. Activity B below can illustrate cause and effect situations. Teachers must be aware of different requirements for students when boarding and exiting the bus and crossing the street in the urban setting versus the suburban or rural setting. City ordinances may overrule state laws related to red lights flashing, stopped school buses, and crossing procedures.

It is important to understand that school buses are constructed in accordance with the National Highway Traffic Safety Administration (NHTSA) standards which require many safety considerations. (See Appendix B.) Bus seats (on the large school buses) are higher, heavily padded, and well-anchored with uniform spacing to protect passengers. This compartmentalizes passengers for safety purposes, however, students must remain seated. For this reason, standing on the school bus is not permissible. The associated activity can be accomplished when the students practice on an actual bus in the next lesson.

Activities

A. The following safety facts should be presented in a nonthreatening manner while emphasizing the need for proper safety practices.
   1. You are in more danger outside the school bus than in the bus. (Re-emphasize the danger zone)
   2. No Wisconsin children have been killed while riding inside a school bus.
   3. All Wisconsin fatalities have occurred in the loading/unloading zones. (See Appendix B for the Kansas Department of Education survey.)
   4. School buses are built to be safe. More children are killed in car accidents than bus accidents.
   5. Safety belts are important in your smaller car or van, but you are safe in a school bus if you remain seated.
   6. Children who follow the rules have fewer accidents.
   7. Bus drivers need special training to drive the bus. (See Appendixes A and B for licensing information and agencies.)

B. Have students discuss "cause" and "effect" based on the following scenarios:
   1. While getting on the bus, you drop your lunch. (Do not pick up objects that you drop outside near the bus.)
   2. When you are lined up to get on the bus, you are pushed and slip.

3. You are noisy on the bus. (This can distract the bus driver.)
4. You are standing on the bus while it's moving.
5. Someone has a weapon on the bus.
6. You are leaving the bus, and a car is passing illegally.

C. Assign students to dictate a language experience story with the teacher on the importance of safety when riding a school bus.

Objectives

The student will

A. review school bus and pedestrian safety guidelines for walking to the bus stop, waiting for the arrival of the school bus, boarding the school bus, riding the school bus, and disembarking the school bus.

B. understand that pedestrian safety has a relationship to bus safety and the danger zone rules.

Teacher Information

The focus of this lesson is on the five major school bus and pedestrian safety procedures: walking, waiting, boarding, riding, and disembarking (leaving).

Walking and waiting need to include consideration of the School Bus Pedestrian Safety guidelines.

- Walk safely to the bus stop.
- Respect property—don't take short cuts.
- Use proper street, road, or highway crossings.
- Arrive on time for the bus.
- Avoid arriving too early or too late
- Wait for the bus at your assigned bus stop: waiting quietly is important. Running around and playing is OK on the playground, but not at the bus stop. Do not talk to strangers. Stay on the sidewalk or the shoulder of the road.
- Wait until the bus comes to a complete stop before approaching it.

Boarding needs to include using the handrail, entering orderly, and selecting seats (procedures may vary).

- Get on the bus single file, don't shove or push; pushing or shoving can cause injury to you or a friend.
- Use the hand rail to help you board the bus.
- Go to your seat immediately. Do not store your belongings in the aisle.

Riding needs to include remaining seated, keeping hands and arms inside the bus, talking quietly, using windows properly, obeying the bus driver, and not playing carelessly.

Leaving includes gathering your books and preparing to leave, leaving seats only at the direction of the driver, exiting single file, using the handrail, and safely crossing streets and highways. Again, the danger zone needs to be emphasized. The teacher should question the children on how much they remember about the safety rules for the danger zone and emphasize the danger of picking up anything that they have dropped since the bus driver cannot see them. Most fatalities occur outside the bus in the danger zone. The Kansas Department of Education compiles nationwide statistics, see Appendix B.

Activities

A. Have students role play using the school bus and pedestrian guidelines and situations posed to them by their teacher. The role playing is in front of other class members and involve small group portrayals of positive bus ridership. Situations:
   1. a. Pretend you arrive almost too late.
      b. Pretend you arrive on time.
   2. a. Pretend you are in a line waiting for the bus, and some of the children play tag.
      b. Pretend you are waiting in line for the bus quietly.

B. Have students practice appropriate crossing, waiting, boarding, riding, and disembarking procedures using a real school bus. Personnel should demonstrate the type of accidents that can take place in the danger zone. Compartmentalization and the lack of seat belts should be pointed out.

C. Ask the student safety patrol, or older student role model to visit the classroom and discuss with the students the rules regarding pedestrian safety practices in traffic.

D. Portions of the K-3 video *Bus and Ped Safety with Rae the Mime* are appropriate as well as blackline masters for icons (pp. 19-25 and Appendix A).

Grade One / Lesson Four

Objectives

The student will

A. review the role of the school bus driver and relate it to the authority figures in the school and classroom.
B. understand how to deal with unusual emergency situations.
C. understand appropriate crossing procedures for rural, suburban, or urban areas, as applicable.

Teacher Information

The school bus driver is in charge of the bus, as the teacher is in charge of the classroom. They are required to obtain a special license to drive the bus. Emergency evacuation procedures can be facilitated by transportation directors and private transportation contractor's safety personnel. These people are excellent resources. (See the evacuation demonstration handout in Appendix A, pp. 111-113.) There are different crossing procedures for urban or rural and suburban areas. Students disembarking a school bus in the city will wait on the curb until the bus has passed, and it is safe to cross the street. When deboarding a school bus in a rural or suburban area, students cross in front of the bus when the driver has motioned for them to proceed. (See graphic examples, Appendix A.)

Activities

A. Have the students practice an evacuation simulation in the classroom; take a class field trip to a bus garage (school owned or private contractor), or practice at school.
B. Have the class create a mural illustrating the field trip and concepts they have learned.
C. Ask a bus driver to visit the classroom and discuss her or his duties and responsibilities.
D. In cooperative learning groups, have students establish coping strategies for urban or rural situations. The groups can explain the appropriate crossing technique to the class. (See Appendix A.)
E. Ask a bus driver to demonstrate, on the bus, how it is difficult to see small children in the danger zones. Children can sit in the driver's seat and use the mirrors.
F. Show and discuss any video listed in Appendix C.

Grade One / Lesson Five

Objective

The student will understand the consequences for noncompliance with school bus rules.

Teacher Information

The subject of consequences is most effectively handled by the principal at a general assembly. The children should know that riding the bus is a privilege. The driver, transportation director, and principal are in charge of consequences for misbehavior on the bus. Each school and/or bus contractor may have different procedures and consequences. Teachers can become familiar with district policies, rules, and procedures by receiving board resolutions, handbooks, or other resource materials.

Activities

A. Assign students to brainstorm ideas about what happens when they don't follow the rules. Start out with a discussion of what happens when they don't follow the rules at home, at school, and then on the bus.

B. Have students make bookmarks highlighting the rules, and these bookmarks will be referred to periodically as the school year progresses.

Grade Two Objectives

The student will

- review the basic safety rules so that she or he can be a "positive" school bus rider.
- discuss school bus safety rules with parents.
- understand the difference between an emergency and a problem.
- develop solutions regarding bus-related problems and emergencies.
- begin to associate maturity and good judgments with school bus safety.
- learn about school bus evacuation procedures.
- understand the consequences for noncompliance with school rules.

Implementation Time: 1 week (five days)

Grade Two / Lesson One

Objectives

The student will review
A. the basic safety rules so that she or he can be a "positive" school bus rider.
B. school bus safety rules with parents.

Teacher Information

Students should review the basic bus and pedestrian safety rules depicted by the icons (pp. 19-25) and K-3 video, *Bus and Ped Safety with Rae the Mime*. Although this video focuses on urban districts, the icons and rules are appropriate for all districts.

- Be on time.
- Listen to your teacher and obey the bus driver.
- Remain seated and quiet at all times.
- Keep hands and arms inside the bus.
- Respect property.
- Stay out of the danger zone.

Activities

A. Have students complete the bus safety homework sheet on the next page, review it with a member of their family, and return the homework to their teacher.
B. Assign students to develop posters on safety using magazine pictures, construction paper, and/or drawings emphasizing the above rules. Students can share their posters with class members. Discuss the advantages of bus safety.
C. Have students create flash cards illustrating school bus and pedestrian safety using the icons (pp. 19-25) and extending them to reflect district rules, policies, and procedures, including the appropriate crossing procedure for their district. Crossing diagrams, on pp. 27-28 and Appendix A, can be colored and used as displays.

■ Assignment 1

Bus Safety Rules

Dear Parent,

Today at school we discussed bus safety and the following six important rules. Please have your child read these rules with you and fill in the missing word. Thank you for your support. Please sign and return.

Signature

1. Be on ________________.
2. Listen to your teacher and obey your ____________ driver.
3. Remain ____________ and quiet at all times.
4. Keep hands and head _________ the bus.
5. Respect ______________.
6. Stay out of the _________ zone.

Grade Two / Lesson Two

Objective

The student will understand the difference between an emergency and a problem.

Teacher Information

Many times students will overreact and perceive a problem as an emergency which can cause problems for the bus driver. Students should learn to differentiate between problems and emergencies. The following activities will help them define the two terms. Lesson three will help them continue to hone their judgment ability.

Activity

Discuss the following situations and let the students decide which ones are emergencies or problems.

Emergencies	Problems
My baby sister touches a burner on the stove.	My bike is broken.
I am bitten by a dog.	I leave my lunch on the bus.
I am stung by a bee.	The child next to me takes my homework.
I am stung by a bee on the bus.	The pan boils over on the stove.
Driver becomes ill and cannot operate the bus.	A bee enters the bus through a window.
Bus is hit by a car.	Child behind me keeps kicking the seat.
Bus slides off an icy road.	Child next to me has a bloody nose.

Grade Two / Lesson Three

Objectives

The student will
A. develop solutions regarding bus-related problems and emergencies.
B. begin to associate maturity and good judgments with school bus safety.

Teacher Information

Students will apply the judgment abilities that they developed in the previous lesson to bus-related problems. Many problems, which occur while walking to school and at the bus stop, can be prevented. Situations within the bus can be less traumatic if students learn to remain calm and seated. Emphasize judgment and maturity by stressing responsibility and the need to be reasonable.

Activity

Have students discuss the following situations and how to react or prevent them:

1. A child is pushed into the street and doesn't get up. A car is approaching the area.
   - Students can prevent accidents with the following procedures.
     —Stay away from the street.
     —Do not play carelessly around the bus stop.
   - Another student should wave her or his arms to alert oncoming drivers. However, she or he should stay on the sidewalk or shoulder of the road.

2. You drop your library book when you get off the bus at school. Your book falls into the danger zone around the school bus.
   - Use a bookbag so that you won't drop or lose things.
   - Tell your bus driver or leave the book. Do not go into the danger zone to pick it up because the driver can't see you.
   - Wait until the bus leaves. Look all ways to be sure it's safe before picking it up.

3. The road is very icy, and the bus slides off the road.
   - Stay in your seats until the bus driver tells you what to do. In our next lesson, we will learn emergency evacuation procedures.

4. A bee stings someone on the bus.
   - Remain calm and in your seats. Let the bus driver know that someone has been stung.

5. Your bus is hit by another vehicle.
   - Remain calm and seated until the driver or an older student tells you what you do. Do not panic.

Grade Two / Lesson Four

Objective

The student will learn about school bus emergency evacuation procedures.

Teacher Information

The driver, transportation director, or the private contractor has the responsibility to provide evacuation instructions and demonstrations. The emergency evacuation procedures (see Appendix A) can be simulated in a classroom or auditorium setting. There are different approvable evacuation procedures; check with the principal or transportation director for your district's procedures. Ask your students if they have had an evacuation drill and notify your principal if they have not. Review reasons for emergency evacuations.

Activities

A. Show students an appropriate video or film. (See Appendix C. The Minnesota School Bus Evacuation video listed on p. 131 would be appropriate.)
B. Provide a classroom or auditorium simulation for students to practice emergency evacuation drills.
C. Ask appropriate personnel to conduct a demonstration with an actual bus on-site or at the bus garage.
D. Have students brainstorm or discuss actual experiences they've had that could be considered an emergency.

Grade Two / Lesson Five

Objective

The student will understand the consequences for noncompliance with school bus rules.

Teacher Information

After a brief analysis and explanation of consequences of noncompliance, the principal should discuss the subject at a general assembly for the school. The children should know that riding the bus is a privilege. The students need to know that the driver, transportation director, and principal are in charge of consequences developed by the school board for misbehavior on the bus. Each school district may have different procedures and consequences which should be in writing and given to teachers, students, and parents.

Activity

Invite the principal or appropriate person to review the safety rules in effect for the school district along with the consequences if students choose not to follow these rules. Show appropriate examples of forms, if used, that document the actions of students who do not comply.

Grade Three Objectives

The student will

- review the vocabulary words and concepts of safety, accidents, evacuation, manners, consequences, boarding, and the danger zone.
- review the basic rules depicted by the icons and as shown in the K-3 video *Bus and Ped Safety with Rae the Mime*.
- demonstrate basic understanding of the special construction of buses that ensures students' safety with emphasis on "compartmentalization" rather than using safety belts in school buses.
- review bus safety procedures regarding pedestrian safety; walking to and from the bus stop; waiting for the arrival of the bus; boarding, riding, and exiting the bus; the danger zone; and entering school after leaving the bus.
- review consequences of student's actions if he or she chooses not to follow the rules.
- review school bus evacuation procedures in case of an accident or emergency situation.
- decide how to react in stressful situations so that panic can be avoided.

Implementation Time: 1 week (five days)

Grade Three / Lesson One

Objective

The student will review the vocabulary words and concepts of safety, accidents, evacuation, emergencies, manners, consequences, boarding, and danger zone.

Teacher Information

This lesson uses vocabulary words to review students' awareness of bus and pedestrian safety concepts. The first vocabulary building worksheet can serve as a springboard for students to demonstrate their knowledge. As a class or in cooperative learning groups, students can develop definitions for each of the terms. The definitions can lead to discussion about bus and pedestrian safety. Basic safety rules will be reviewed in lesson two.

Activities

A. Assign the vocabulary building worksheet on the next page so students can demonstrate their knowledge. If the students know what a word means and can explain it, they write a cross. If they think they know, they mark the word with a slash. If they do not know, students indicate it with a zero. This can be done as a class discussion or cooperative learning activity.

B. Use the Vocabulary Reinforcement Activity on p. 54 as homework or class activities.

Vocabulary Building Activity

Name:

Decide if you know what the words below mean, and if you can explain them. Use this key:

+ **I know** what the word means and can explain it.
/ **I think I know** what the word means and I think I can explain it.
O **I do not know** what the word means or I cannot explain it.

☐ **Safety**

☐ **Accidents**

☐ **Manners**

☐ **Boarding**

☐ **Emergency**

☐ **Consequences**

☐ **Danger Zone**

■ Assignment 3

Vocabulary Reinforcement

Name: ______________________________

Find the word in the boxes at the bottom of the page and match them to the definitions below.

__________ What may happen when you choose to not follow the rules.

__________ Following the rules that will protect you from accidents.

__________ The ten-foot area around the bus.

__________ Getting on the bus.

__________ An unplanned event causing danger. You should remain calm.

__________ A situation that requires you to alert the bus driver.

__________ Using courteous behavior that may prevent accidents.

safety
accidents
manners
boarding
emergency
consequences
danger zone

Grade Three / Lesson Two

Objective

Students will review the six basic rules as shown in the K-3 video, *Bus and Ped Safety with Rae the Mime*.

Teacher Information

Using the blackline master icons (see pp. 19-25 and Appendix A) to facilitate discussion, review the basic safety rules and relate them to your particular urban, rural, or suburban district policies. The six safety rules are

- Be on time.
- Listen to your teacher and your bus driver.
- Remain seated and quiet at all times.
- Keep hands and arms inside the bus.
- Respect property.
- Stay out of the Danger Zone.

Rural and suburban districts should follow the appropriate crossing procedures depicted on p. 27 and Appendix A. Urban school buses may choose not to use flashing red lights when picking up or dropping off students. (Local ordinances can overrule state laws to avoid traffic problems. Wis. Stat. Sec 346, Rules of the Road.) Within the city, where there are curbs and sidewalks, local policies may require students to wait on the sidewalk until the bus has left and then cross the street safely. Review your district's policy and use the appropriate picture on p. 28 and Appendix A.

Activities

A. Have students view the video *Bus and Ped Safety with Rae the Mime* or a selected video from Appendix C.

B. With students, discuss crossing procedures appropriate for their district. (See illustrations on pp. 27-28 and Appendix A.)

C. Assign students to design booklets entitled *Why Bus Safety is Important* and share them with younger students. These booklets could be kept in the IMC for other students to read.

D. Have students create their own versions of the bus safety icons (pp. 19-25) that correspond to the safety rules. The safety rules are applicable for all districts although some may have additional rules as necessary.

Objective

The student will demonstrate basic understanding of the special construction of school buses for their safety with emphasis on "compartmentalization," the safety feature which eliminates the need for seat belts in school buses.

Teacher Information

School buses have numerous safety features including their large size, joint strength, roof strength, special mirrors, handrails, emergency evacuation doors, large windows for increased visibility, and high, wide, and thick seat backs to cushion a child with a minimum amount of space between energy absorbing surfaces. Metal surfaces are covered with foam padding. Seats also have a steel inner structure that springs forward to absorb energy when there is an impact that causes a student to be thrown against it. Strong floor anchors secure the seats to the floor so that it cannot be torn when the anchors are pulled. Seat backs must be a specific distance apart to protect students. This concept is commonly known as compartmentalization. The National Highway Traffic and Safety Administration (NHTSA) and Wisconsin DOT require these rigid standards for school bus manufacturers. The NHTSA provided funding for this guide to facilitate teaching all students about school bus and related pedestrian safety. (See Appendix B.)

There are many arguments regarding the use of safety/seat belts as opposed to compartmentalization. The debate involves realizing the proper use of safety belts for a large number of students; the use of lap belts; one, two, or three students per seat (allowing 39 inches for each); the ability to escape from the bus more easily if it is involved in an accident; and cost effectiveness. Technical information on this subject can be obtained from school bus manufacturers, agencies, organizations, and the Transportation Research Board listed in Appendix B.

Activities

A. On the blackboard write "Your car is safe because..." and "Your bus is safe because..." Ask students to brainstorm reasons and write them under each phrase. Safety features of cars include: safety belts, airbags, bumpers, childproof locks, and the headrest. Discuss with students some of the safety features of school buses which appear above in Teacher Information.

B. Ask suggested resource person (transportation director or state patrol officer) to present a speech on compartmentalization and other safety features. The Wis DOT State Patrol inspectors conduct inspections of school buses for safety. See the School Bus Inspection Report form in Appendix A and suggested resources in Appendix B.

C. Have students write thank you notes to the speaker highlighting something they have learned.

Grade Three / Lesson Four

Objectives

The student will review

A. bus safety procedures regarding pedestrian safety; walking to and from the bus stop; waiting for the arrival of the bus; boarding, riding, and exiting the bus; the danger zone; and entering school after leaving the bus.

B. consequences of their actions if they choose not to follow the rules.

Teacher Information

Activity A corresponds with the availability of a bus. However, these procedures can be practiced in a classroom simulation. A video selected from Appendix C can be shown. The students also need to learn that they are responsible for their own behavior; they choose whether to follow the rules. Stress the reality of suspended riding privileges if the students choose not to follow the rules.

Activities

A. Have students practice waiting, boarding, riding, and disembarking procedures using a real school bus, classroom, or auditorium simulation. This practice can be supervised by any combination of the following personnel:
   - teacher
   - bus driver
   - principal
   - curriculum director
   - transportation director
   - private contractor or transportation safety director

B. Invite the principal to discuss what happens when students choose not to follow the rules at an assembly or in the classroom. Written rules, policies, and procedures developed by the school board or district should be distributed for both students and parents. (This should be done at the beginning of each school year and as needed for new students and parents entering districts.)

Grade Three / Lesson Five

Objectives

The student will

A. review school bus evacuation procedures in case of an accident or emergency situation.
B. decide how to react in stressful situations so that panic can be avoided.

Teacher Information

Although certain basic rules apply, evacuation varies with the type of bus construction. (See Appendix A.) Emergency evacuation procedures can be simulated in a classroom or auditorium, but they should also be scheduled when a bus is available. Transportation directors or private contractors can facilitate this. Most districts schedule at least two yearly drills. A video selected from Appendix C can facilitate learning school bus evacuation procedures.

Activities

A. With the students, review emergency situations and problems using the worksheet on the next page.
B. Show students the film *Emergency School Bus Evacuation* by AAA of Wisconsin or *School Bus Evacuation for Students*, AIMS Media (See Appendix C) and discuss the video afterwards.
C. Have students (with the assistance of the teacher and/or bus driver and/or transportation or safety director) practice bus evacuation procedures using simulated bus accident incidents and procedures.
D. Ask appropriate safety personnel to conduct an actual evacuation demonstration on a school bus.

Assignment 4 ■

True or False

Name: ____

Some of these statements are true. Some are false. Color the star if the statement is true.

☆ If I feel sick on the bus, I should not tell anybody.

☆ If I feel sick on the bus, I should tell the driver.

☆ If the bus stops when something is wrong, I should get out of my seat and find out what has happened.

☆ If the bus stops when something is wrong, I should sit in my seat and wait for the bus driver to tell me what to do.

☆ I should stay on the bus until I am told to leave by the driver.

☆ If the bus stops, I get off the bus before the driver tells me to.

☆ The emergency exit door is in the front of the bus.

☆ The emergency exit door is in the back of the bus.

☆ I should only leave the bus through the emergency exit door if the driver tells me to.

☆ I should leave the bus through the emergency exit door when I want to.

☆ I should run as fast as I can through the emergency exit door.

☆ I should walk, in single file, out of the emergency exit door.

☆ After I have left the bus, I should get away from the bus and off the street.

☆ After I have left the bus, I should stay by the bus on the street.

☆ After I have left the bus, I should walk home.

☆ After I have left the bus, I should wait with the other children.

☆ I should follow the emergency evacuation instructions that I have learned during drills.

Key

Some of these statements are true. Some are false. Color the star if the statement is true.

If I feel sick on the bus, I should not tell anybody.

★ If I feel sick on the bus, I should tell the driver. **True**

If the bus stops when something is wrong, I should get out of my seat and find out what has happened.

★ If the bus stops when something is wrong, I should sit in my seat and wait for the bus driver to tell me what to do. **True**

★ I should stay on the bus until I am told to leave by the driver. **True**

If the bus stops, I get off the bus before the driver tells me to.

The emergency exit door is in the front of the bus.

★ The emergency exit door is in the back of the bus. **True**

★ I should only leave the bus through the emergency exit door if the driver tells me to. **True**

I should leave the bus through the emergency exit door when I want to.

I should run as fast as I can through the emergency exit door.

★ I should walk, in single file, out of the emergency exit door. **True**

★ After I have left the bus, I should get away from the bus and off the street. **True**

After I have left the bus, I should stay by the bus on the street.

After I have left the bus, I should walk home.

★ After I have left the bus, I should wait with the other children. **True**

★ I should follow the emergency evacuation instructions that I have learned during drills. **True**

Grades Four and Five

2

Introduction
Objectives
Lessons

Introduction

The objectives and activities for grades four and five have been combined so that schools and teachers can determine where the material is most appropriate for their curriculum. Teachers can select activities for each grade level to review and reinforce the 14 primary goals (highlighted on pp. 10-11) and expand the scope of learning.

Students can now associate statistical data with causes of accidents, understand how to reduce or prevent accidents, and involve and seek assistance from parents and the community. They can be introduced to some of the various agencies and organizations interested in and responsible for their safety. Rules, policies, and procedures for the district should be reviewed along with consequences for noncompliance.

At this time, students can also assume responsibility not only for themselves but also for younger students. They can cope better with unusual emergencies and hazards and assist with demonstrations. They can learn and develop role-modeling techniques and serve as an example for younger students. Hazards can be grouped and defined as either natural occurrences or the result of misconduct.

Since many urban fourth and fifth graders make the transition from school buses to urban transit buses, they should review the differences between types of transportation and also review crossing procedures for appropriate urban, rural, and suburban areas.

Objectives

The student will

- define and understand the words: school bus and pedestrian safety, danger zone, accidents, courtesy, evacuation, panic, compartmentalization, hazards, carelessness, inspections, and accident statistics.
- identify why proper safety procedures can limit accidents.
- understand his or her responsibilities to self and others.
- realize that families and community members should be involved in an effective safety program.
- be introduced to some of the agencies and organizations who are responsible for bus and pedestrian safety.
- understand the district's rules, policies, and procedures, and demonstrate knowledge of the consequences of noncompliance with school bus safety regulations.
- be able to cope with unusual emergencies and hazards.
- gain knowledge of the statistics of school-bus-related accidents, problems related to bus safety, and accident prevention methods.
- gain responsibility and serve as role models for lower grade levels.
- learn differences between school buses and public transportation.

Grades 4 and 5 / Lesson One

Objectives

The student will

A. define and understand the words: school bus and pedestrian safety, danger zone, accidents, courtesy, evacuation, panic, compartmentalization, hazards, carelessness, inspections, and accident statistics.

B. identify why proper safety procedures can limit accidents.

C. understand his or her responsibilities to self and others.

Teacher Information

Children can learn the relationship between school bus and pedestrian safety through the following vocabulary words.

School Bus Safety—includes all factors that provide a safe environment and safe practices on the bus or in the immediate area around the bus (danger zone).

Pedestrian Safety—includes all factors that relate to providing a safe environment for walking to and from the bus or to and from school.

Accident—an unintended event that is often a result of careless or unsafe practices, resulting in property damage or bodily harm.

Courtesy—the respect for the rights of yourself and others, both as a bus rider and pedestrian. Observe the same conduct that is required in the classroom.

Evacuations—a rehearsed way to exit from a bus during an emergency (examples: accident, fire, mechanical malfunction).

Panic—a sudden unreasonable fear that spreads quickly and is often the result of being unfamiliar with emergency procedures.

Compartmentalization—relies on strong, well-padded, energy-absorbing seats and high seat backs that contain the child in a cushioned compartment with only a minimum amount of space between energy absorbing surfaces and protect passengers during a crash. This, along with very strong and safe bus construction standards eliminates the need for safety belts as long as passengers remain seated.

Hazard—a danger, a chance for an accident.

Inspection—annual and periodic spot checks by state patrol offices to determine the safety level of school buses.

Statistics—numerical data. Appendix B provides national and state school bus accident information.

Bus Procedures—safe walking, waiting, boarding, riding, and leaving are important procedures that students will need to review. While they have discussed these in earlier grades, the students can now serve as role models for younger students. *Waiting* needs to include: walking to the bus, being on time, and being orderly at the bus stop. *Boarding* includes using the handrail, entering single file in an orderly manner, and selecting seats (seating arrangements may vary). *Riding* includes remaining seated, using windows properly, obeying the bus driver, and no careless playing. *Leaving* includes: remaining in seats until the bus comes to a complete stop, leaving seats only at the direction of the driver, using the handrails, and safely crossing streets.

Bus procedures related to crossing streets in urban areas are different than in a rural or suburban area. In urban areas school buses may not be allowed to use their flashing lights because it would create more traffic problems in congested areas. It is important for teachers and students to be aware of the specific district procedures. Blackline masters are included in Appendix A and on pp. 27-28 for urban, rural, and suburban crossing procedures. In urban areas, children wait on the sidewalk and cross the street after the bus pulls away.

These vocabulary words should reinforce and expand students' bus and pedestrian safety knowledge. Pedestrian safety involves being aware of automobile traffic, crossing streets, walking to and from school, and following the rules for "walkers." If a child understands and abides by these rules, bus safety will be more effective. The rules for bus safety need to be consistent with the safety rules for the school, classroom, and playground.

Accidents are most often caused by carelessness and not following the rules. Children must prepare themselves for bus arrival and departure because accidents usually occur at these times.

Emergency evacuation drills should be conducted by the district transportation director, private contractor-safety personnel, and/or the bus driver. These drills involve specific demonstrated procedures along with an explanation of why they are necessary. The importance of remaining calm and orderly is stressed. A bus evacuation drill can be compared to a fire drill. (See Appendix A for emergency evacuation instructions.)

Some of the most important safety devices on a bus include the handrails used for boarding and exiting, the rear emergency evacuation door, and special mirrors and large windows for maximum visibility and the construction of the bus. The special construction of bus seats protects riders during an accident. This feature, compartmentalization, is explained in the above definition. Thus, safety belts are not used on large school buses. The children will also note that the school bus is larger and much higher off the ground than most other vehicles on the road. This is helpful in case of an accident, but it does restrict the driver's visibility.

Grade Four Activities

A. Utilize the vocabulary words (in Objective A) as spelling words for the day or week.

B. By the time a child is in grade four, he or she will have practiced and discussed all of the safety procedures. Provide students with the opportunity to dramatize or discuss their experiences related to walking, waiting, boarding, exiting, and the danger zone.

C. List all of the vocabulary words from Objective A on the chalkboard and ask the students to write a one-sentence statement describing what each word means to them. The student could also write a short statement using a personal experience that would help define the word.

D. Develop appropriate criteria and evaluate and designate exceptional students as safety scholars. (See Appendix B. This program is sponsored by Blue Bird.)

E. Explain how a "Bus Buddy" program would involve responsibility for self and others. "Bus Buddies" are responsible for kindergarten students. (See Appendix B. Blue Bird sponsors this program.)

F. Show an appropriate video selected from Appendix C.

Grade Five Activities

A. Have the students use the vocabulary words (in Objective A) with the story starter, "If I were the bus driver..."

B. Have the students write a story or report in which they describe
   - an emergency on the bus and
   - a problem on the bus.

C. Assign interested students to write an essay indicating why they would wish to be a "Bus Buddy." (Blue Bird, listed in Appendix B, sponsors this program.)

Grade Four and Five Activities

A. Ask the class to list the five most important school or classroom rules. This could either be done as a group or individual activity. Using a consensus process, determine the five most important rules. The students should discuss whether these rules are also appropriate for bus safety.

B. If possible, have transportation personnel conduct an emergency evacuation drill on an actual bus.

C. Show an appropriate video such as *If I were the Bus Driver*, listed in Appendix C.

C. Show an appropriate video such as *If I were the Bus Driver*, listed in Appendix C.

Grades Four and Five / Lesson Two

Objectives

The student will

A. realize that families and community members should be involved in an effective safety program.

B. be introduced to some of the agencies and organizations responsible for bus and pedestrian safety.

Teacher Information

Fourth and fifth graders need to understand that safety standards for school buses are the concern of and governed by a number of governmental and private agencies. Although it is not necessary for students to know all of these agencies, it is important for them to understand that there are laws and regulations promoting school bus and pedestrian safety. Some of the agencies are listed with addresses and brief descriptions of their functions in Appendix B.

Grade Four Activities

A. List the various agencies involved in school bus safety and explain them briefly.

B. Have students write a report for the families describing the bus safety program, the bus rules and regulations, the content of the school program, the positive and negative aspects of the busing program, etc. The report can serve as an assessment of how well the students understand the school bus and pedestrian program.

Grade Five Activities

A. Review items included in school bus inspections. (See Appendix A for State Patrol form P4368 – 86.)

B. Ask school bus inspector from the district office (see Appendix B) to describe why and how bus inspections are made on school buses. Students could participate in a school bus inspection demonstration with an actual bus. The session can be videotaped by older students and used for future activities.

B. Individually, or in a group, ask students to go out into the community and tape record interviews with people who use the public transit system. Questions should be prepared in advance. "Who," "What," "When," "Where," "Why," and "How" questions are appropriate. Reactions may then be compared with students who ride the school bus. How are they different? How are they the same? Why? Children could work in cooperative groups to design their own survey.

Grades Four and Five / Lesson Three

Objective

The student will demonstrate knowledge of the consequences of noncompliance with school bus and pedestrian safety regulations.

Teacher Information

Although the rules for bus ridership are similar in each school district, there are some variations. Key people should review the rules periodically: teachers, principals, supervisory transportation staff, bus drivers, and parents. Check to make sure that district pupil transportation policies, procedures, and regulations are available to parents. The consequences for noncompliance with these rules need to be well-defined in writing and clearly understood by the students and parents. The students should learn the process used to report noncompliance and the authority who directs the consequences. Bus transportation suspension, a consequence of noncompliance, can be a hardship for students and parents.

Grade Four Activity

Ask the students to write individual letters to the principal recommending changing, deleting, or adding one bus rule. Each letter should state the rule involved and a rationale for the recommendation. Prior to this writing activity, involve the students in discussion and prewriting activities.

Grade Five Activity

The principal is most frequently involved with facilitation of the district's pupil transportation rules including the consequences for noncompliance. Ask the principal or a designated person to discuss the rules, policies, and procedures with the students. This would be most appropriate in large groups with an audience including students, teachers, supervisory transportation staff, drivers, and if possible, parents.

Grades Four and Five / Lesson Four

Objectives

The student will
- A. be able to cope with unusual emergencies and hazards.
- B. gain knowledge of the statistics of school-bus-related accidents, problems related to bus safety, and accident prevention methods.
- C. gain responsibility and serve as role models for lower grade levels.

Teacher Information

The two types of hazards associated with bus safety are

- natural occurrences such as accidents with other vehicles, poor road conditions, mechanical breakdowns, passenger or driver illness, late arrival, etc.
- passenger misconduct which includes drugs, alcohol, weapons, or other unauthorized items being carried on or used on the bus, fighting, etc.

These hazards occur, and student passengers need to be prepared to deal with them. Fourth and fifth graders will learn appropriate reactions for hazardous situations through problem-solving activities. If presented with situations, students will be able to determine possible solutions or coping mechanisms.

Providing students with school bus accident statistics will increase their awareness of why accidents happen and what they can do to help prevent these accidents. Most fourth and fifth graders enjoy facts, and activities involving statistics can be integrated into the math curriculum. The statistical information in Appendix B has been compiled by the National Safety Council, Kansas Department of Education, and the Wisconsin Department of Transportation. Although the figures are not current, they reflect general trends and provide reliable information; updated versions may be obtained from sources listed in Appendix B. Statistics can provide an introduction to the concepts of graphing.

The "Bus Buddy" and "Safety Scholar" promotions can assist students in assuming responsibility, role modeling, and assistance. Buddies help kindergarten students for designated time periods. Safety scholars are evaluated based on specific criteria. (These programs are sponsored by Blue Bird; see Appendix B.)

Fourth Grade Activities

- A. Assign or ask students, in small groups, to problem solve for two hazardous situations. (Example: What would I do if the passenger next to me becomes very ill? What happens when the bus slides off an icy road?)
- B. A variety of graphs (bar, line, circle, pictorial) can demonstrate bus safety accident statistics and reports. The information can be used to compare types of accidents, location of occurrence, number of accidents, etc. Following a study of the reports, have students decide which information they want to show on the graph.

C. School Hazards:

1. Ask students (individually, in groups, or as a class) to identify and record hazards on school premises for one week; inside and outside the building and on the streets adjacent to school, including school parking lots and the school bus loading and unloading area.
2. Have students complete a total list of all hazards and analyze it in terms of safety (for example, how they can be avoided, how dangerous, etc.).
3. Assign students to identify where the responsibility may rest and make recommendations on how to improve school safety conditions.

Fifth Grade Activity

After studying the bus safety accident reports, assign small groups of students to discuss and summarize the report. Each group selects five pieces of information that they have determined are the most important facts. The groups compare their findings.

Grades Four and Five / Lesson Five

Objective

The student will learn differences between school buses and public transportation.

Teacher Information

In many school districts, following either fifth or sixth grade, students who need transportation to and from school are required to use city transit rather than the school bus. Although the rules that govern ridership are most often similar, there are differences. Because these changes present difficult adjustments for some students, it is important that schools hold an orientation discussing the transition.

Activity

An orientation should be held for all bus students who will be required to make the transition. This could be best accomplished by the city transit company, the district transportation director, or safety personnel employed by a private contractor. Urban cities frequently have these kind of services available.

Grades Six, Seven, and Eight

3

Introduction
Objectives
Mini Units

Introduction

The middle school/junior high section of the guide is flexible and lessons can be integrated as mini units into the grade levels and curriculum where appropriate. Students need to review the safety concepts previously addressed in the school bus and pedestrian safety program and the 14 primary goals in this guide (pp. 10-11). They should also be familiar with the basic requirements, rules, policies, and procedures in effect for pupil transportation in the school district including the consequences for noncompliance. Students can develop role modeling to facilitate family understanding and involvement to promote a positive relationship and responsible attitude among both students and families. Middle level students can also associate bus and pedestrian safety with community, family, and agency involvement (including law enforcement and licensing). Students will understand how vehicle construction and driver responsibility relate to their general safety, health, and happiness. They can become bus assistants helping younger students learn how to cope with hazards and perform emergency evacuation procedures.

Frequently, students at this level will make a transition from yellow school buses to city transit. Although the ridership rules and regulations should be similar to those of the school bus, there are differences. The final lesson in the previous section (p. 73) discussed this transition, and teachers may want to review it again for the appropriate grade level.

Objectives

The student will

- review and reinforce bus and pedestrian safety procedures (walking, waiting, boarding, etc.) and become involved in the district's bus and pedestrian safety education program.
- understand consequences of noncompliance of rules and regulations and how they relate to transportation to and from school.
- review emergency bus evacuation procedures to be used in instances of bus accidents focusing on role-modeling and bus assistance.
- review aspects of the transportation program as it relates to careers and employment.
- begin to focus on driver and vehicle safety aspects.
- be introduced to national and state governmental agencies with responsibilities for school bus and pedestrian safety.

Parents, school, and the community will be informed, and if possible, involved in the formation of the rules and regulations that govern school district bus ridership. Consequences for noncompliance will be emphasized.

Grades Six through Eight / Mini Unit One

Objectives

The student will

A. reinforce and review bus and pedestrian safety procedures and become involved in the district's bus and pedestrian safety education program.

B. understand consequences of noncompliance of rules and regulations and how they relate to transportation to and from school.

Teacher Information

The following vocabulary words appear in this section.

School Bus Safety—includes all factors that provide a safe environment on the bus or in the immediate area around the bus (danger zone) and safe practices on the bus or in the danger zone.

Pedestrian Safety—includes all factors that relate to providing a safe environment for walking to and from the bus or to and from school.

Accident—an unintended event that is often a result of careless or unsafe practices resulting in property damage or bodily harm.

Courtesy—respect for the rights of yourself and others, both as a bus rider and pedestrian. Observe the same conduct that is required in the classroom.

Evacuations—a rehearsed method to exit from a bus during an emergency (examples: accident, fire, mechanical malfunction).

Panic—a sudden unreasoning fear that spreads quickly and is often the result of being unfamiliar with emergency procedures.

Compartmentalization—relies on strong, well-padded, energy-absorbing seats and high seat backs that contain the child in a cushioned compartment with only a minimum amount of space between energy absorbing surfaces and protect passengers during a crash. This, along with very strong and safe bus construction standards eliminates the need for safety belts as long as passengers remain seated.

Hazard—a danger, a chance for an accident.

Inspection—annual and periodic spot checks by state patrol officers to determine the safety level of school buses.

Statistics—numerical data. Appendix B provides national and state school bus accident information.

Bus Procedures—safe walking, waiting, boarding, riding, and leaving are important procedures that students will need to review. While they are similar to those learned in earlier grades, the students can serve as role models for younger students. *Waiting* needs to include: walking to the bus, being on time, and being orderly at the bus stop. *Boarding* includes using the handrail, entering single file in an orderly manner, and selecting seats (seating arrangements may vary). *Riding* includes not standing, remaining seated, using windows properly, obeying the bus driver, and no careless playing. *Leaving* includes: being prepared to exit at destination, leaving seats only at the direction of the driver, using the handrails, and safely crossing streets.

Street crossing procedures in urban areas are different than in a rural or suburban area because school buses may not be allowed to use their flashing lights. (It would create more traffic problems in congested areas.) It is important for you and your students to be aware of the specific procedures for your district. Blackline masters are included in Appendix A and on pp. 27-28 for urban and rural and suburban crossing procedures. In urban areas, children wait on the sidewalk and cross the street after the bus pulls away.

By this time, it is important that students have a firm understanding of the consequences for noncompliance of pupil transportation and school bus rules and regulations. Although teachers should include this in general classroom discussions, a principal or transportation director should present the written rules along with consequences as a schoolwide program. Specific consequences for discussion need to involve how suspension from bus ridership affects families.

Activities

A. Show students the film, *Bus Tripping: As a Secondary School Bus Passenger* by AIMs Instructional Media or another appropriate video. (See Appendix C). Let them know, before viewing, that they will discuss the fact that the film is dated. Afterwards, give students the opportunity to discuss how they would update the film.

B. Have students write and illustrate three or more safety slogans related to bus and/or pedestrian safety. Each slogan should be designed to attract the attention of different age and interest groups. Students can create buttons and posters.

C. Have students find pictures or take videos or pictures of unsafe pedestrian and bus practices. They can also find examples of unsafe pedestrian and bus practices in newspaper articles. Then write an editorial or letter to the editor regarding the articles that they find. Videos could be shared with elementary students to help students facing the transition from the school bus to public transportation.

D. Ask students to review their district's and school's rules regarding bus safety and noncompliance. They can create booklets, individually or in groups, illustrating the procedures and rules regarding school bus safety.

E. Tell students: "OK... you have become a victim of society. You have been paralyzed as a result of having been injured as you were leaving your bus. Does it matter? Does anybody care? Should anybody care?" In a few short paragraphs ask students to describe why it matters that they should live.

   Follow-up discussion—possible points of controversy

   - We as individuals are unable to combat the problem.
   - "There's nothing I can do; when my number's up, it's up."
   - Safety costs too much.
   - It always happens to the other person.
   - Safety is a bother; it's depressing; takes too much time. I've got other things to do.
   - Rules are a bother.

Grades Six through Eight / Mini Unit Two

Objective

The student will review emergency bus evacuation procedures to be used in instances of bus accidents focusing on role-modeling and bus assistance.

Teacher Information

The district bus contractor, safety director, or transportation supervisor has the responsibility to conduct emergency evacuation drills. If you would like to have students conduct an emergency evacuation, contact your supervisor to arrange for one of the above resource people and an audiovisual person or student to videotape the drills.

Activities

A. Give the emergency evacuation instructions handout (see Appendix A) to students and discuss it in class. An appropriate video may be shown, see Appendix C.
B. Have safety personnel conduct a bus emergency evacuation drill with an actual bus. Students can videotape it and present their video to younger students.
C. Assign small groups of students to create four emergency evacuation situations: two that are natural (tornado, bad weather) and two created by the students (weapon, distracted bus driver). They can describe situations and appropriate behavior procedures to teach to younger students.
D. Develop Bus Buddy and Safety Scholar programs. (See Appendix B. Blue Bird Corporation supports these programs). Basically, these programs provide support for young students and rewards for older students. For example, an older student is assigned to be a kindergarten buddy for the first six weeks of school. Safety scholars are rated on specific criteria and given awards.

Grades Six through Eight / Mini Unit Three

Objective

The student will review aspects of the pupil transportation program as it relates to careers and employment.

Teacher Information

This lesson could be easily integrated into Education for Employment or Careers. Secure copies of job descriptions and assign students to conduct interviews, prepare simple applications for employment, and review advertisements for positions in the newspaper. This could also be an area integrated into math instruction using some of the following problem solving questions.

Activities

A. Assign students to gather information about careers from their school district, local bus company, and public transit system. Possible questions to ask include the following:

- Qualifications
- Training and education
- Age requirements
- Work schedule (hours)
- Duties
- Responsibilities
- What emergency situation training was given?
- Do drivers receive first aid training?
- Are drivers given road tests?
- How would drivers improve the training program?
- Why do bus companies change their routes?
- How are bus drivers trained for private and public buses?
- What rules are required of passengers on private and public buses?
- What different kinds of services are provided by private bus and public bus companies?
- What safety devices and practices must private and public bus companies have?
- What devices are planned for the future?

Have students write a report when they have finished their research or create a video or audio presentation. This can be done in groups.

B. Ask students to count the number of people on their bus route each day for one week in the mornings and evenings and collect and compile the following information:

- How many ride in the morning?
- How many ride in the afternoon?
- What is the maximum capacity per seat?
- Graph the number of students who rode your bus each morning and afternoon for one week.
- Find the average number of students who rode your bus mornings and afternoons for one week.

C. Teachers or students can take a monthly survey of their homeroom asking each student how she or he is transported to school. Make a graph (any kind) recording the data they have collected showing the percent of the students who

- ride a bike.
- walk.
- ride the school bus.
- ride a metro bus.
- ride in a car.

At the end of each month, using your completed graph, do the following:

- List factors that affect the means of transportation students use for getting to school.
- Compare the greatest percentage and the smallest percentage for each means of getting to school.
- Present your data and conclusions to your principal in a written summary report.

D. Have students do the following story problems. Round all decimal answers to the nearest one-tenth.

- A city bus travels 6,000 miles per month. How many miles does the bus travel in one day? (Assume 1 month = 30 days)
- The average bus tank holds 85 gallons of gasoline. A bus averages 4.3 miles per gallon of fuel. How many miles does a bus travel on a full tank of gas?
- If #2 diesel fuel is $1.129 per gallon how much will a full tank of fuel cost?
- Since a bus travels 6,000 miles in one month, how much does it cost the bus company to fuel one bus for a month?
- The oil is changed every 12,000 miles on a bus. How many times a year does one bus have its oil changed?
- At every third oil change a major tune up is also done. How many miles does a bus travel before it has a major tune up?

E. More story problems.

- An average city bus holds 50 passengers. Each bus is averaging a load which is three-fifths of capacity. How many passengers on each load?
- Local transit has 90 buses running on an average day (use local figures if available). If one-third of them are due for a tune-up, how many buses are not due for a tune-up?
- Sue made a study of people riding on her bus. On the day that she took the survey, 24 people rode the bus. One-half were students; one-third were male; one-eighth had blonde hair.
  - — how many students?
  - — how many were male?
  - — how many had blonde hair?
- Sue observed that fewer students rode the bus in the afternoon. So (with the permission of the bus driver) she stood by the door and asked each student his or her grade. There were 60 students total. One-third were sixth graders; one-fourth were seventh graders; five-twelfths were eighth graders.
  - — how many sixth graders?
  - — how many seventh graders?
  - — how many eighth graders?

F. More story problems

- During the month of September, a city bus company (use your local bus company statistics) paid $739.38 for repair of vandalism damage on the buses. Assuming this rate continues, how much money will they have to pay for vandalism in a nine-month school year? For one year?
- One family has four children riding the bus to and from school. The cost, one way, is 15¢. How much does this family spend on bus fare for a one-week period?
- There are 60 students on your bus after school. Fifteen students get off at the first stop, 12 get off at the second stop and nine get off at the third stop. How many students get off at the fourth stop and final stop?
- $570 was spent on bus repairs in the month of May. $190.00 was spent on parts for the bus. The remainder was spent on labor cost. Two people did the labor. How much pay did each receive for repairing the bus?

G. With students, discuss all careers relevant to transportation—drivers, safety directors, transportation supervisors, mechanics, transportation planners, computer personnel, etc. A guest speaker from a local transit company or local school bus contractor could discuss the responsibilities and career choices. It might be possible to tour the bus company facilities.

Grades Six through Eight / Mini Unit Four

Objective

Parents, school, and community will be informed, and if possible, involved in the formation of the rules and regulations that govern bus ridership. Consequences for noncompliance will be emphasized.

Teacher Information

Although parents assume that their children are capable bus riders, students at this age are often involved in problem situations. Parents, families, and the community should be involved to eliminate problems. Emphasize the greater need for communication among families.

Activities

A. With students, discuss behaviors that they have observed on a bus that would be considered unsafe, hazardous, or discourteous. Make a list on individual note cards. Over the space of a day or two (or more) have students document each behavior if it occurs. Use different cards for morning and evening buses. Compare behaviors on different buses.

- Does the fact that it's morning or afternoon make a difference in behavior?
- Are certain behaviors more prevalent on certain days?
- How do different buses compare?

B. Have students finish the story. Either give all of these story starters to students so they may choose one for writing or give one or two per week as writing activities.

- You are an elderly person going shopping early in the morning. You get on a school route bus. What's going on through *your* eyes?
- The manager of the bus company gives up. No more buses. *You* convince her or him to start service again. Explain how you accomplished your task.
- I ride the bus every day. It's better than walking, but a lot of things bother me…
- When I talked to my principal about some of the things that were happening on the bus, he or she told me how I could help solve the problem. She or he said I could …
- I am a bus driver. I drive a school route. One day I was driving the kids home from school and I noticed that a group of kids were passing cigarettes. A few others were trying to rip up the seats. So I …
- The bus company has stated that no more than 60 students will be allowed on a bus. There are 150 students who ride the bus to school. The morning pick-up schedule is: 7:15 a.m., 7:30 a.m., and 7:45 a.m. Ninety of the students like to sleep late and take the 7:45 a.m. bus. Write about this problem and suggest possible solutions.

C. According to psychologists, children younger than six have no real perception of danger. How might this make a difference in what students tell a younger child about being a safe walker? Ask students to design a short program that they think would help kindergartners to be safe walkers; it could be a talk, demonstration or any kind of activity they choose. If possible, visit a kindergarten class and conduct the activity.

Review appropriate crossing procedures for urban, rural, or suburban districts. Suggest the following guidelines to help students organize their presentation:

- Brainstorm the concept of thoughtfulness as it relates to such terms as carefulness, common sense, responsibility, and accidents.
- Consider how these terms apply to being a safe walker.
- Consider how these terms apply to causes for injury and provide examples of injuries relevant to the above discussion.
- Include the consequences of not being a safe walker.
- Organize information for the program and present it.

D. Conduct "bus meetings" similar to town hall meetings to discuss problems on the bus. Parents and interested community members should be involved in the planning and should attend the meetings. Agendas for discussion could involve strategies for dealing with problems and offering incentives for good behavior.

E. Discuss with students how to get involved with local television, radio, or cable stations to develop public service announcements to be aired before school begins, at the start of winter, or any time to discuss the expectations of riders or alert citizens—drivers, parents, or bike riders.

F. Discuss the consequences for violations of school rules, city ordinances, and traffic rules. For example, why do some violators get tickets when others do not?

Grades Six through Eight / Mini Unit Five

Objectives

The student will

A. begin to focus on driver and vehicle safety.

B. be introduced to national and state government agencies with responsibilities for school bus and pedestrian safety.

Teacher Information

An overview of safety regulations and some of the federal and state agencies involved should be provided for students (Appendix B). These concepts can be expanded upon in ninth grade when students make the transition from a walker/rider to driver.

Activities

A. Call a local bus company and find out what safety standards apply to school buses. How are school buses constructed? Students could illustrate the purpose of safety devices and report back to the class. Include in your report information on recent changes and the reasons they were required. If the local bus company does not have information, write to the National Highway Traffic Safety Administration (Appendix B). This could be a class project.

B. Ask students to design a bus.
- Introduce the concept of bus construction and design for safety by having students view the film *Broken Bus*, (Appendix C) or compile information from various resources listed in Appendix B.
- Divide the class into groups of three to five students for brainstorming.
- Have each group design a bus and create any safety features that will add to the safety of the passengers. (Any ideas are welcome in brainstorming.)
- A student from each group should report to the class a description of their bus, giving an explanation of its safety features.
- Any group or individual can illustrate the whole bus or any of the newly designed features.
- Students could design future buses. These could include features ranging from alternatives to safety belts, airbags, VCRs, monitors, etc.

C. Have students find out what kind of mirrors (rear, side, front) are used on and in your buses—concave, convex, or regular. Obtain samples of these mirrors and ask them these questions: Why is a certain kind used? What is its usefulness? What kinds of images do they produce? What advantages can be gained by using one kind of mirror over another? Report your results to the class.

D. Have students solve the following problems:

- Traffic congestion is often a problem outside of school during arrival and dismissal times. How can we better educate parents and other drivers?
  - Study local circumstances.
  - In teams, create and conduct promotions.
- Other conditions of concern include: bad weather, field trip scenarios, etc. Ask students to develop studies and promotions to improve local situations.

E. With students, discuss the consequences for violations of school rules, city ordinances and traffic rules. For example, why do some violators get tickets when others do not?

F. Invite local law enforcement personnel or a state school bus inspector to give a presentation. Contact the DOT State Patrol office for your area. (Appendix B)

Grades Nine, Ten, Eleven, and Twelve

4

Introduction
Objectives
Mini Units

Introduction

Mini units are also appropriate at these grade levels to support the total district school bus and pedestrian safety education program. This allows for flexibility as any of the mini units and activities are interchangeable and can be integrated into numerous courses. Mini units emphasize presenting bus and pedestrian safety in conjunction with the driver's education curriculum. Recognizing the time constraints on these grade levels, mini units may be adapted for team teaching with not only driver education instructors but also. instructors in other curricular areas.

The mini units review the bus and pedestrian safety program from a different perspective. Lessons focus on the transition from classroom student to driver and on role modeling, employment considerations, responsibility, government, and family and community involvement.

Mini unit lessons discuss a variety of topics including: safety personnel, procedures, danger zone, vehicle differences, licensing, and driver responsibility. Students review the various governmental agencies involved in facilitating school bus and pedestrian safety and the legislative process understanding that there are national standards and regulations, state laws, rules, and local ordinances which they encounter as an operator of a vehicle. These standards and regulations vary depending on vehicle size and cargo. They learn that a driver is required to stop when the school bus displays flashing lights and when students exit or enter the school bus. Statistics can impress students with the importance of school bus and pedestrian safety. They can learn how specific safety hazards relate to their own school parking lot as well as to the community as a whole.

The students should think of themselves as role models for younger students. Bus Buddies and Safety Scholar promotions and awards programs can facilitate this interaction and support for the total program.

Parents, community, and local law enforcement are included in these mini units for positive reinforcement as students begin to apply learned concepts outside of school. Rewards and consequences are stressed with an emphasis on noncompliance.

Objectives

The student will

- review the duties and responsibilities of school bus and pedestrian safety personnel related to the various aspects of bus and pedestrian safety education. This should include: district transportation directors, bus drivers, private bus contractor safety specialists, law enforcement officers, school bus inspectors, and licensing agents.
- understand that governmental agencies assist in the development, promotion, and enforcement of bus and pedestrian safety.
- understand the importance of school bus safety, local ordinances, state laws, federal standards, regulations, and procedures.
- understand the relevance of school district rules, policies, and procedures.
- review the importance of school bus and pedestrian safety from the driver's perspective.
- understand the relationship between accident statistics and potential danger areas.
- review and compare various vehicle types from automobiles to commercial vehicles.
- review the cargo for each type of commerical vehicle.
- review transportation-related employment opportunities.
- review the concept of compartmentalization for school buses.
- understand basic different license requirements as they relate to automobiles and passenger and cargo commercial vehicles.
- learn that national, state, and local laws govern many aspects of school bus safety.
- learn his or her responsibility as an automobile driver to provide a safe environment for pedestrians and children riding the school bus.
- review his or her total district's school bus and pedestrian safety program and relate it to his or her future responsibilities as a role model and community member.
- serve as a positive bus rider and driver role model.
- share his or her own driving experiences including violations and consequences, if he or she feels comfortable with discussing them.

Grade Nine, Mini Unit One
Bus Safety Personnel

Objective

The student will review the duties and responsibilities of school bus and pedestrian safety personnel related to the various aspects of bus and pedestrian safety education. This should include: district transportation directors, bus drivers, private bus contractor safety specialists, law enforcement officers, school bus inspectors, and licensing agents.

Curricular Emphasis

Education for Living, Careers, Language Arts, Speech, English, Television Production, Drama.

Activities

A. Ask the district transportation director or other safety personnel to give a presentation describing his or her duties and responsibilities. The presentation should include a discussion of various agencies' responsibilities for school bus safety. For example, NHTSA requires: stop-arms, emergency exits, mirrors, high padded seats, body construction specifications, etc. (See Appendix B.)

B. Invite the transportation director or other transportation supervisory personnel to introduce a school bus driver to present a brief description of his or her duties to class members.

C. Ask a local or state law enforcement agency representative to present a brief description of his or her duties emphasizing the positive role of law enforcement. This could be done by a licensing professional or local police chief or officer. The individual can also discuss school-bus-related law enforcement including laws regarding a stopped school bus with flashing lights.

D. Invite a state patrol school bus inspector to visit the school and provide an explanation, discussion, or demonstration of school bus inspections emphasizing that the inspections are for the safety of the students. This could be an auditorium session or class activity focusing on careers as well as school bus safety. If the inspector conducts a demonstration, students can videotape portions to show to younger students. In most states, the school bus inspections are required at least annually. In Wisconsin, "spot" checks are additionally done on a regular basis. Specific items checked during an inspection are indicated on DOT form SP 4368-86. (See Appendix A.)

E. Have students interview safety personnel using questions developed in class.

F. Assign students to create school bus and pedestrian safety classroom materials such as yellow school bus cookies for a kindergarten class, book marks with a safety pledge, promotions, posters, videos, and other appropriate resource materials.

Grade Nine, Mini Unit Two
Bus Safety Procedures

Objectives

The student will

A. understand that governmental agencies assist in the development, promotion, and enforcement of bus and pedestrian safety.

B. understand the importance of school bus safety, local ordinances, state laws, and federal standards, regulations, and procedures.

C. understand the relevance of school district rules, policies, and procedures.

Curricular Emphasis

Social Studies, Government, English

Activities

A. Review with the class lesson five for grades six through eight (pp. 86-87), focusing on vehicle safety (school bus vs. automobile), and discuss the role of governmental agencies and their responsibilities regarding school bus construction and safety.

B. Follow-up with a discussion on the national standards related to emergency evacuation demonstrations. Distribute instructions (see Appendix A) and discuss them with the class. Assign specific students to assist school district safety transportation specialists or school bus contractor-safety specialists in conducting emergency evacuation drills. Students should understand that there are national standards, state laws, local ordinances, and school district policies and procedures.

C. Invite a member of a local or state law enforcement agency to visit the school to provide information and reinforcement regarding the need for bus and pedestrian safety education. Prior to the visit, have students prepare two bus safety questions to guide the presentation and discussion.

D. Ask students to determine how school buses are inspected and how the inspection relates to their safety, state, and national government. Ask bus inspectors to visit the school, or ask students to review inspection procedures and list items on the inspection form. (See Appendix A.)

E. Assign students to produce a one-paragraph summary of "The Importance of Bus Safety" and submit these to the school newspaper. The entire set of paragraphs could be bound into a booklet which can be shared with lower grade level students at all elementary schools.

Grade Ten, Mini Unit One
Loading and Unloading Zones

Objectives

The student will

A. review the importance of school bus and pedestrian safety from the driver's perspective.
B. understand the relationship between accident statistics and potential danger areas.

Curricular Emphasis

Social Studies, At-Risk, Special Needs, Health, Government, English

Activities

A. Discuss accident statistics, the danger zone, and the concepts of school bus safety education, especially the loading and unloading zones, school parking lots, and crosswalks. (See p. 78 for definitions.)
B. Assign students to produce a one-paragraph summary discussing the importance of school bus safety related to these areas. The best articles could be submitted to the school newspaper.
C. Have students videotape the parking area where school buses load or unload. The class can watch the tape and identify problems related to school bus and pedestrian safety. Class members can share appropriate portions of the video with lower grade level students at all elementary schools.
D. Ask class members to suggest ways to correct safety problems identified in their video.

Grade Ten, Mini Unit Two
Bus and Vehicle Comparisons

Objectives

The student will review

A. and compare various vehicle types from automobiles to commercial vehicles.
B. the cargo for each type of commercial vehicle.
C. transportation-related employment opportunities.
D. the concept of compartmentalization for school buses.

Curricular Emphasis

Driver's Education, Careers

Activities

A. Discuss with students specific information regarding size, purpose, maneuverability, and visibility of vehicles using the Commercial Drivers License classification system. The federal government requires this licensure classification system for all states. Manuals, brochures, and other publications are also available. (Appendixes A and B.)

B. Discuss specific use and purpose of vehicles including automobiles, vans, motorcycles, school buses, transit buses, commercial vehicles, and semi-trailers. Students can discuss these vehicles' cargo which ranges from students to hazardous waste, and the responsibilities related to each type of vehicle and cargo.

C. Assign students, on their own or as a class, to write and compare brief job descriptions for a school bus driver and a semi-trailer driver hauling hazardous waste.

D. Ask students to research the concept of compartmentalization as opposed to seat belts on large school buses. This concept was covered in earlier lessons; names and addresses to contact are listed in Appendix B. Students can present their research findings in class.

Grade Ten, Mini Unit Three
Driver's Licensing

Objectives

The student will

A. understand basic license requirements for automobiles and compare them to commercial driver's license with respect to passenger and cargo vehicles.

B. learn that national, state, and local laws govern many aspects of school bus safety.

Curricular Emphasis

Driver's Education, Government, Social Studies, Careers, Education for Employment

Activities

A. Provide an overview of driver requirements. This can be integrated with the driver's education curriculum (team teaching).

B. Emphasize the basic licensing variations based on function and passengers, for example school bus, commercial transit, passengers, or materials (hazardous waste). A Commercial Driver's License is required in all states and manuals are available. (See Appendix A.)

C. Invite appropriate personnel responsible for licensure to present to class or in an auditorium session. (See Appendix B.)

D. Have students write descriptions of each driver licensing requirement.

E. Assign students to review their state laws that affect all drivers and relate these to school bus safety and local ordinances. See Appendix A, Rules of the Road, Chapter 346, Wisconsin Statutes.

Grade Eleven, Mini Unit One
Driver Responsibility

Objective

The student will learn his or her responsibility as an automobile driver to provide a safe environment for pedestrians and children riding the school bus.

Curricular Emphasis

Driver's Education, Government, Civics, Careers, Education for Employment, Health.

Activities

A. Use Grade Ten, Mini Unit One, Loading and Unloading Zones activities for this mini unit also.

B. Assign students to find accident statistics and situations which portray need for driver responsibility. See Appendix B—Kansas Department of Education statistics. Students could collect articles related to violations of laws from newspapers and present reports on actual situations of which they have first-hand knowledge.

C. Discuss one accident situation involving an irresponsible driver, beginning with the traffic violation and ending with resolution of the case—monetary fine to imprisonment.

D. Have students prepare presentations summarizing and describing situations that result from noncompliance. These presentations can be given to the school and community.

Grade Twelve, Mini Unit One Bus and Pedestrian Safety Transition from School Environment to Community

Objectives

The student will

A. review his or her total district's school bus and pedestrian safety program and relate it to his or her future responsibilities as a role model and member of the community.

B. serve as a positive bus rider and driver role model.

C. share his or her own driving experiences including violations and consequences, if he or she feels comfortable with discussing them.

Curricular Emphasis

Student Council, Guidance, Television Production

Activities

A. Assign students, under the supervision of an advisor, to develop a program highlighting "positive" role models with good driving skills and attitudes and appropriate pedestrian and bus ridership qualities to younger students. This could be similar to the Safety Scholar program sponsored by Blue Bird Corporation, see Appendix B.

B. A "bus buddies" program might be developed for this program. (Also sponsored by Blue Bird.) A Bus Buddies program matches older and younger students. The mentor demonstrates proper behavior to the younger student. Students could make flash cards with safety icons. (Icons appear in earlier lessons and Appendix A.)

C. A bus assistant program could ask twelfth grade bus-riders to serve as assistants in emergency evacuation demonstrations with potential for credit or some other award for exemplary service.

D. Students can model good, safe driving skills and the rewards or consequences of good or bad driving to tenth and eleventh grade students. They might discuss actual experiences including a discussion regarding consequences from fines to imprisonment.

E. Arrange a field trip to review court records for violations.

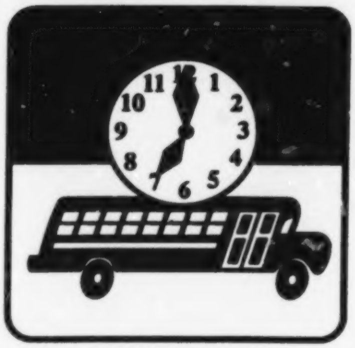
F. Have students research and review accident or driver statistics (see Appendix B) and write articles for class discussion, newspaper, television, or other media.

Appendixes

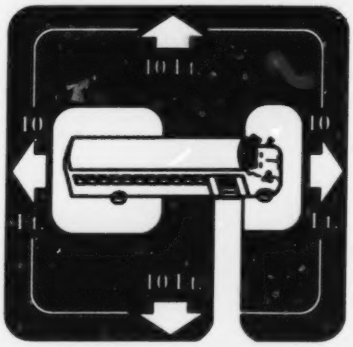
5

A. Classroom Materials
B. Suggested Resources
C. Instructional Materials

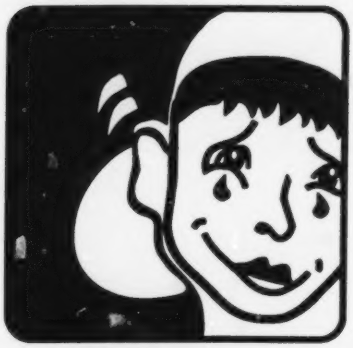
Safety Rule Icons



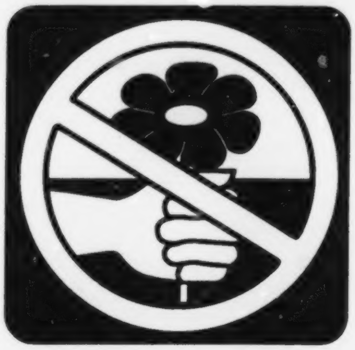
Be on TIME!



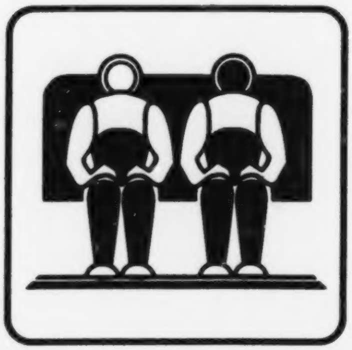
Stay out of the DANGER ZONE!



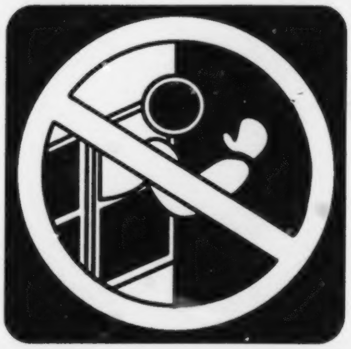
LISTEN to your teacher & bus driver!



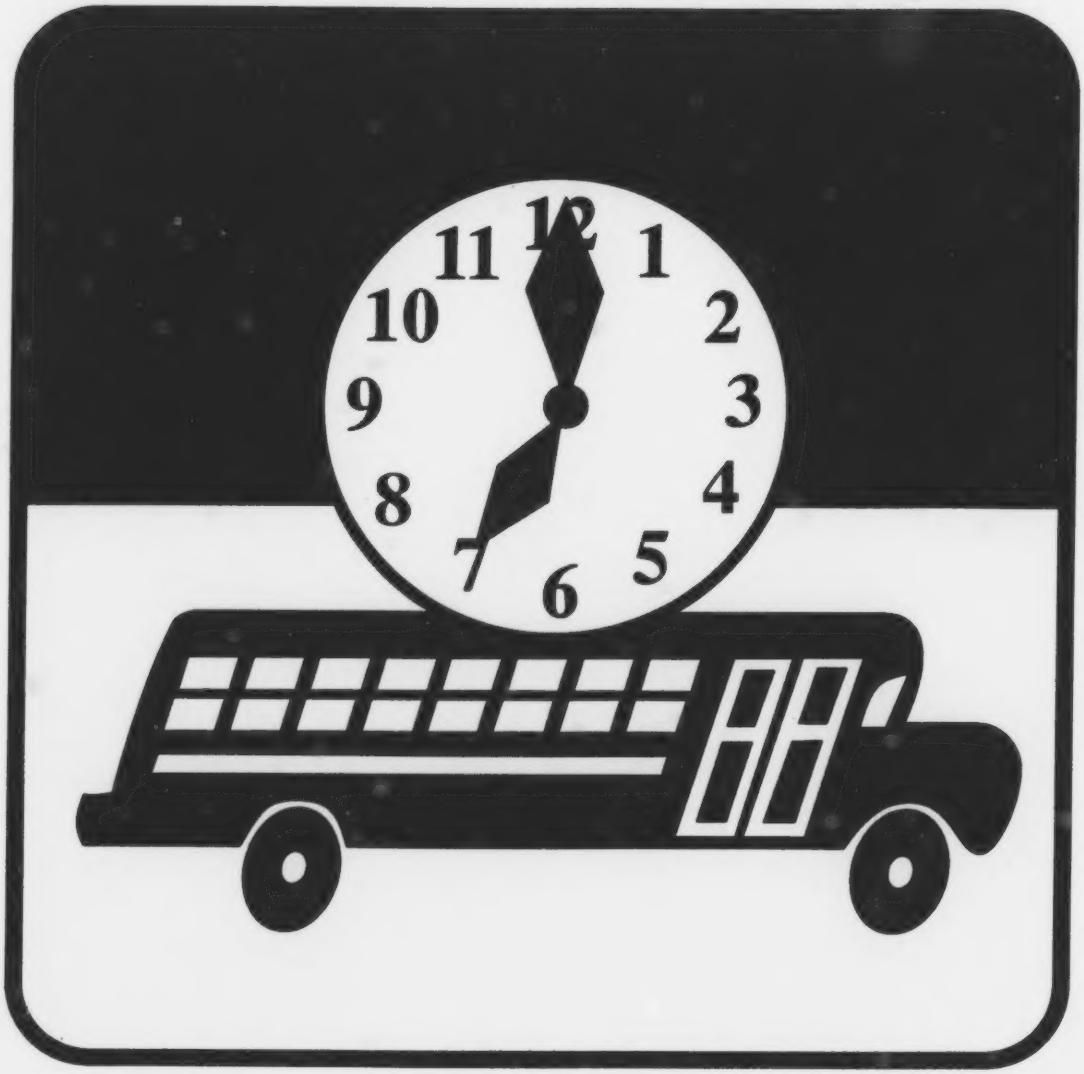
Respect the PROPERTY of others!



Remain SEATED & QUIET at all times!



Keep hands & arms INSIDE the bus!


12
1
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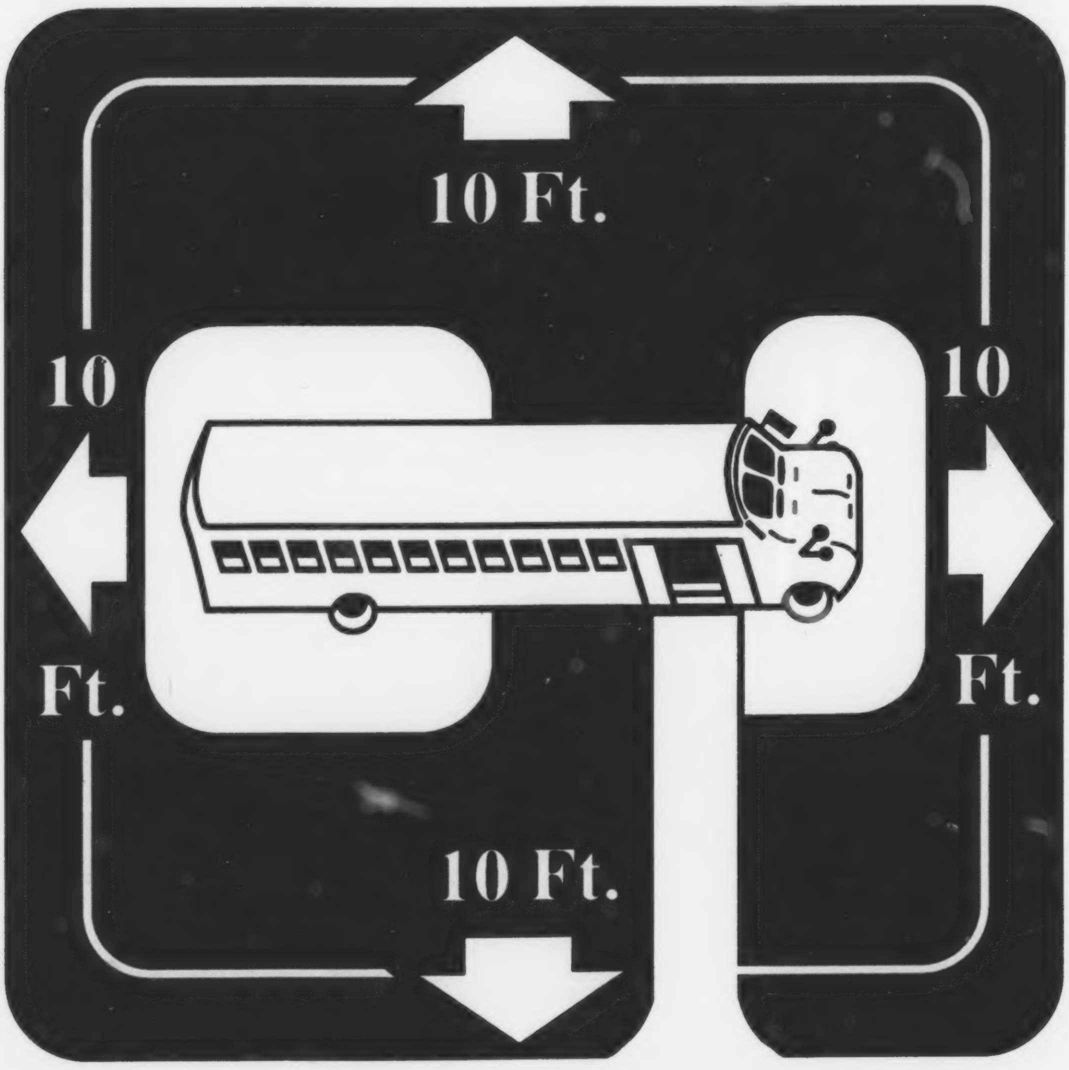
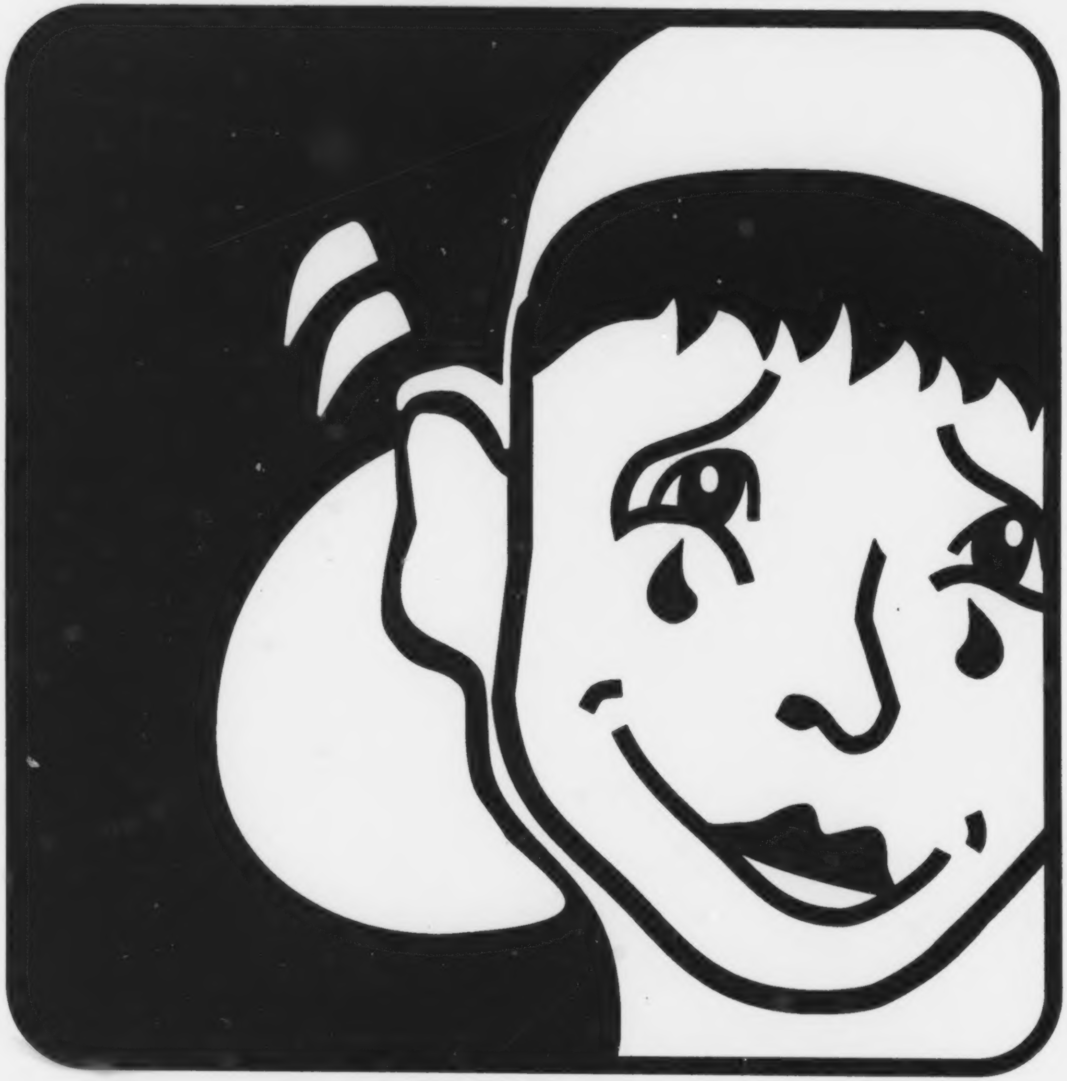
Be on TIME

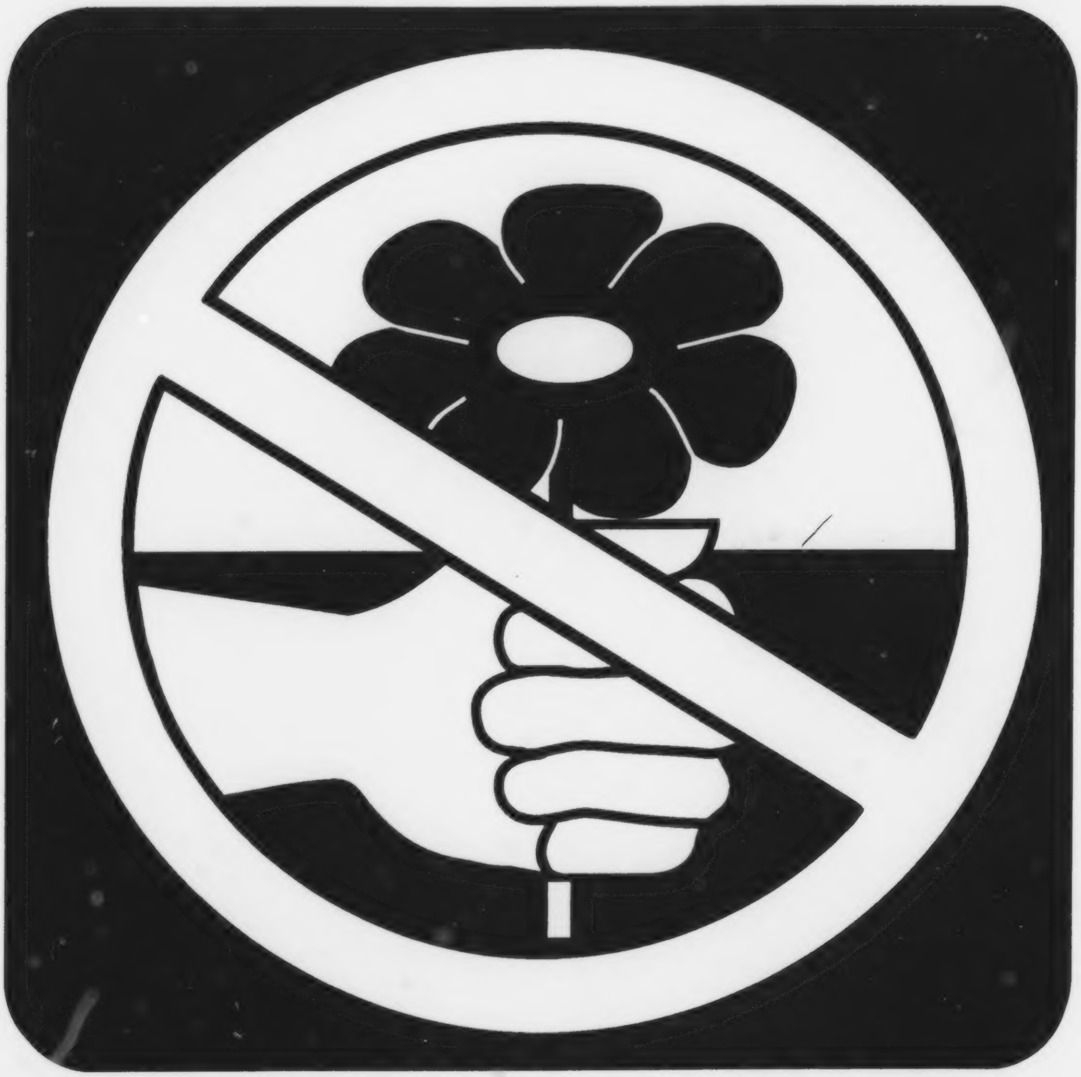

10 Ft.
10 Ft.
10 Ft.
10 Ft.

Stay out of the DANGER ZONE

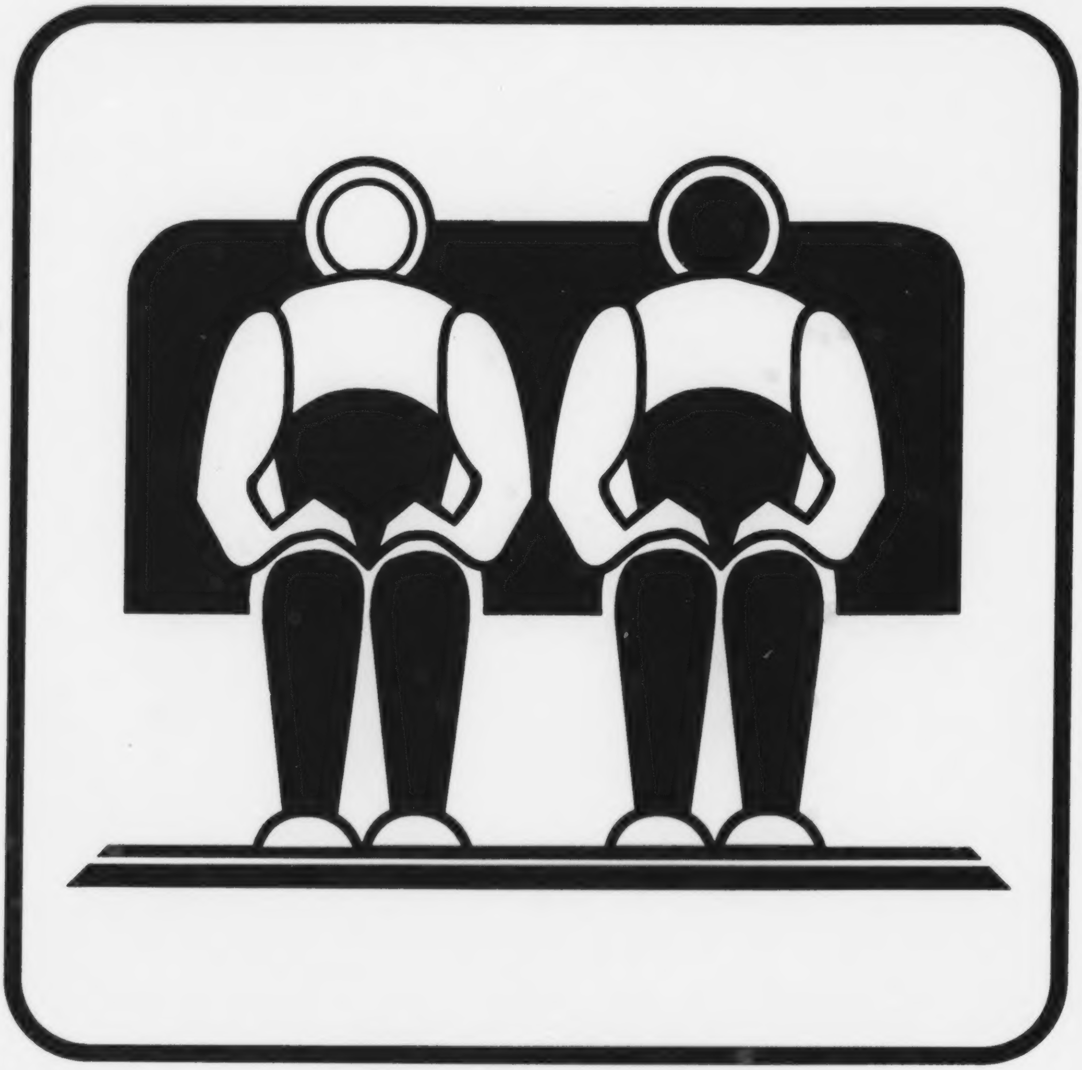
LISTEN
**to your
teacher
and**

OBEY
**your
your
bus
driver**

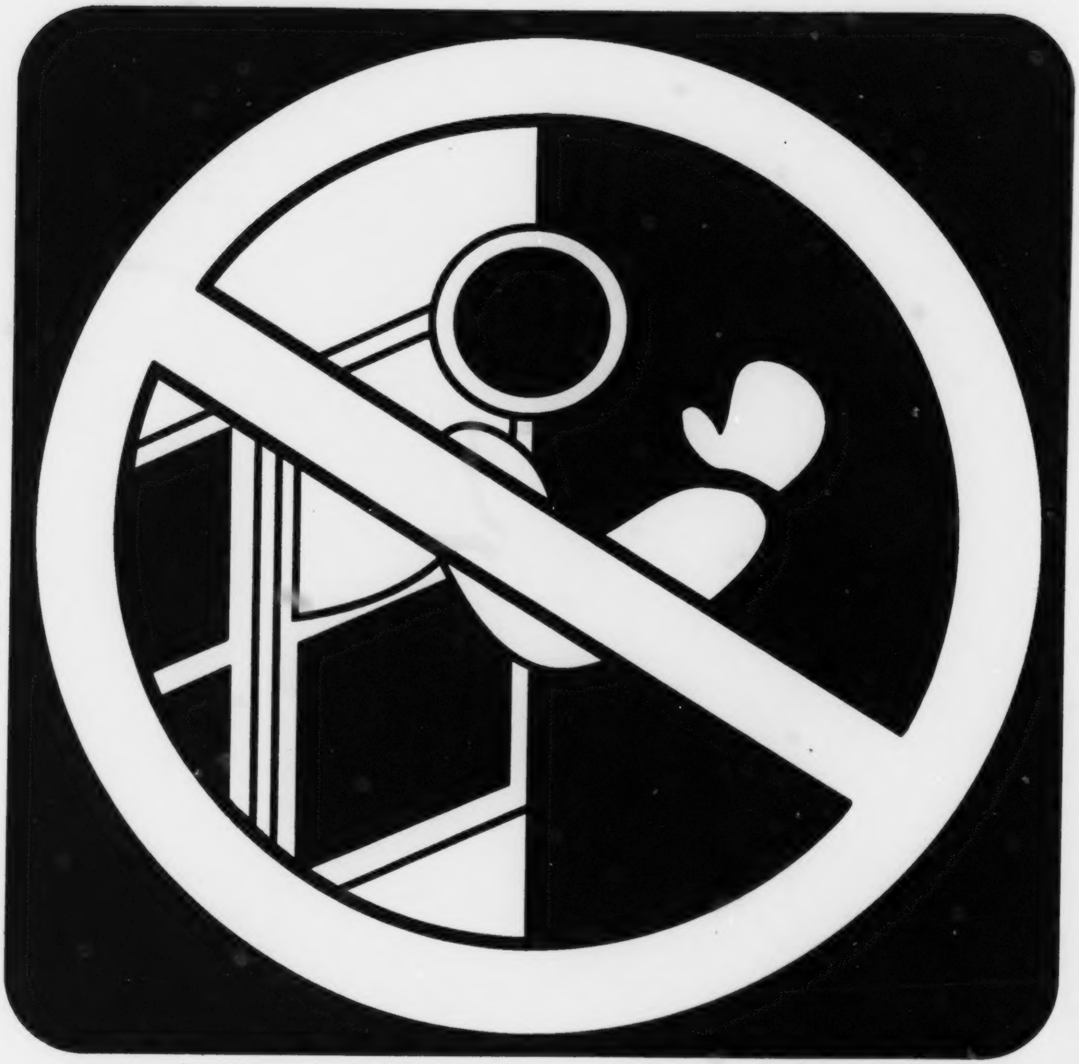




Respect the PROPERTY of others

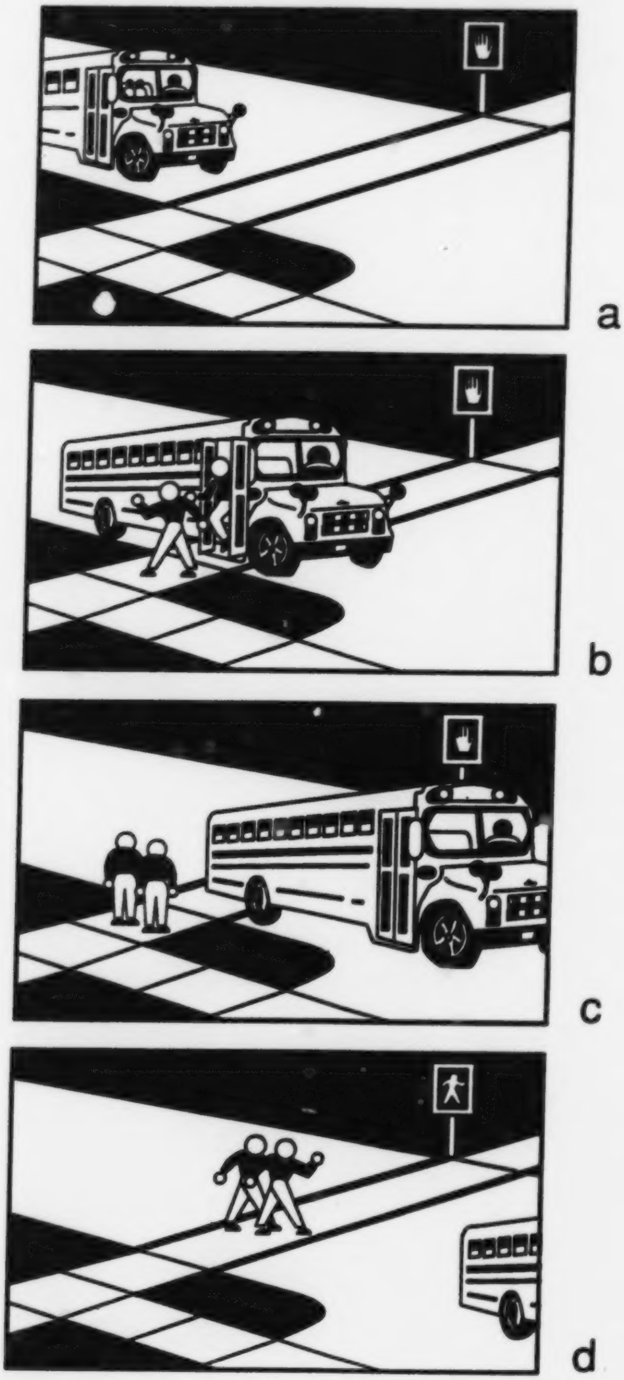


Remain SEATED & QUIET at all times on the bus

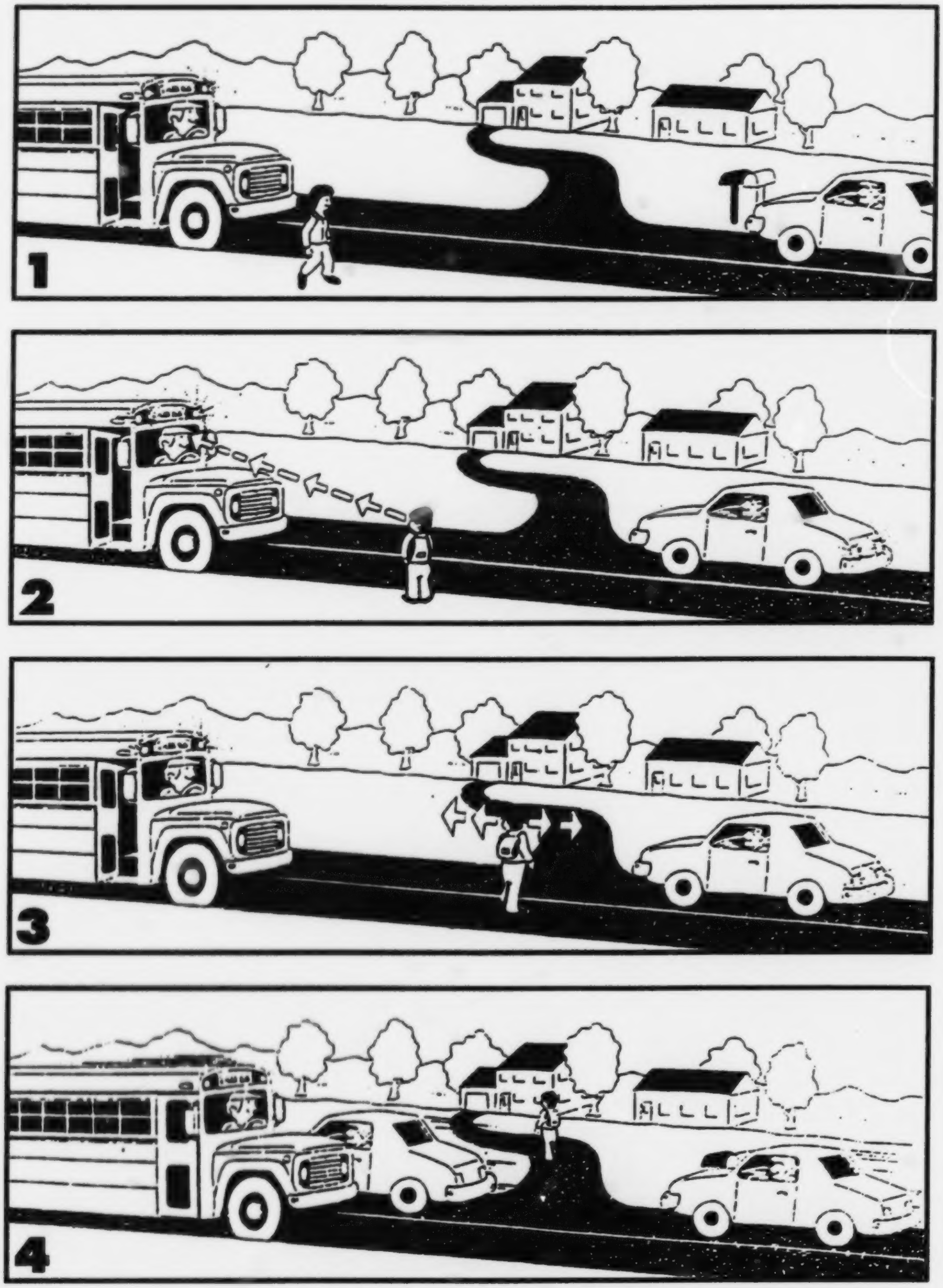


Keep HANDS & ARMS inside the bus

Urban Crossing Procedures



Rural and Suburban Crossing Procedures

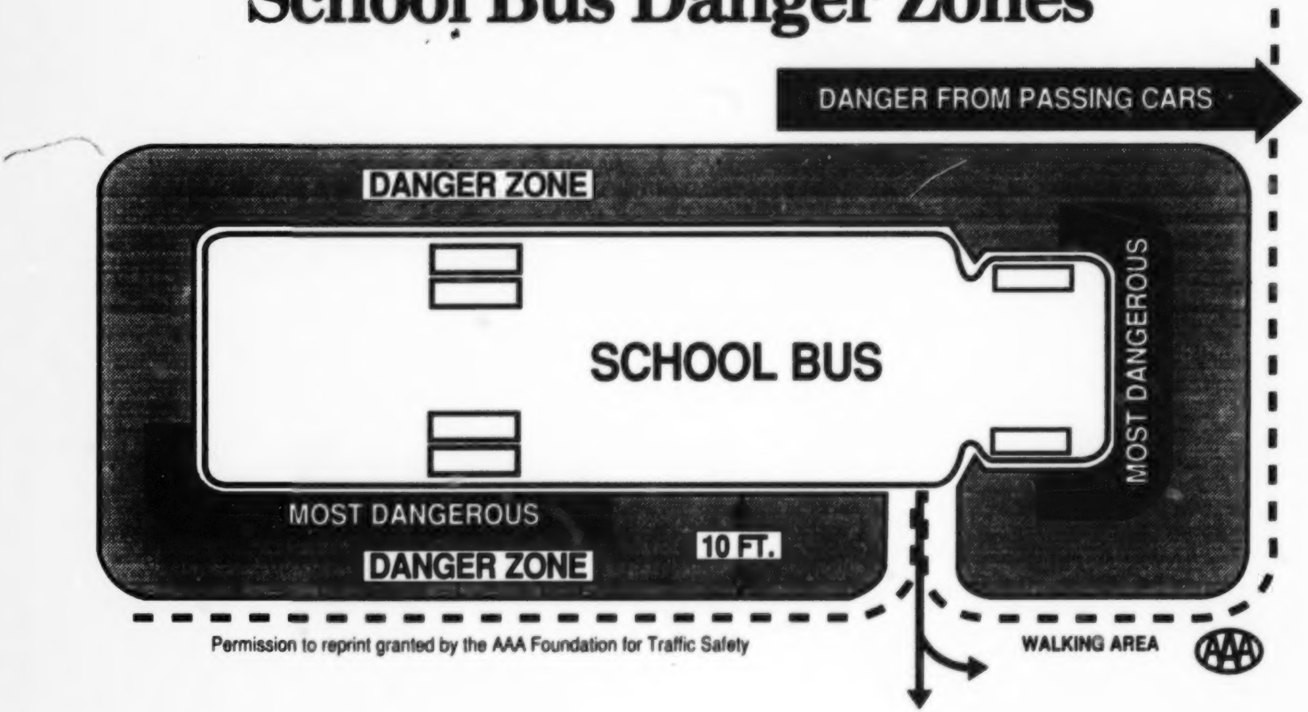


Duplicate for classroom use

Happiness and Safety at Home and School

117

School Bus Danger Zones


DANGER FROM PASSING CARS
DANGER ZONE
SCHOOL BUS
MOST DANGEROUS
MOST DANGEROUS
10 FT.
DANGER ZONE
WALKING AREA
AAA

Permission to reprint granted by the AAA Foundation for Traffic Safety

Emergency Evacuation Drill Instructions

There is an urgent need, due to the increased number of pupils being transported and the ever-increasing number of accidents on the highways, to instruct pupils on how to vacate a school bus properly in case of an emergency. Students could block the emergency door if they try to get out at the same time. There is also a possibility of danger when students jump from the rear emergency door exit. To avoid these situations school districts should organize and conduct emergency evacuation drills for all students who ride the school bus, including those transported for extracurricular activities.

Reasons for Actual Emergency Evacuations

1. Being near an existing fire and unable to move the bus, or being near the presence of gasoline or other combustible material presents a danger of fire and pupils should evacuate. The bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Students should move to a safe place 100 feet or more from the bus and remain there until the driver has determined that the danger has passed.
2. When the bus is stopped because of an accident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safer for pupils to remain on or to evacuate the bus.
3. The driver must evacuate the bus when:
   a. The final stopping point is in the path of a train or adjacent to railroad tracks.
   b. The stopped position of the bus may change and increase the danger (for example, a bus comes to rest near a body of water or at a precipice where it could still move and go into the water or over a cliff). The driver should be certain that the evacuation is carried out in a manner which affords maximum safety for the pupils.
   c. The stopped position of the bus is such that there is danger of collision.
4. In normal traffic conditions, the bus should be visible from a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.

Important Factors Pertaining to School Bus Evacuation Drills

1. The student's safety is of the utmost importance and must be considered first.
2. All drills should be supervised by the principal or by persons assigned to act in a supervisory capacity.
3. The bus driver is responsible for the safety of the students. When the driver is incapacitated and unable to direct the evacuation, school patrol members, appointed students, or adult monitors should be authorized to direct these drills. It is important to have regular substitutes available.

Students appointed to direct evacuation drills should possess the following qualifications:

- a. Maturity
- b. Good citizenship
- c. Live near end of bus line

Appointed students should know how to

- a. turn off the ignition switch.
- b. set the emergency brake.
- c. summon help when and where needed.
- d. use fire axe and kick-out windows.
- e. set flags, flares, or reflectors.
- f. help young children off bus.
- g. perform other assignments.

4. Written consent from a parent or guardian should be obtained before assigning a student as a leader.
5. Drills should be scheduled in a manner similar to fire drills held regularly in schools. They should be held more often during fall and spring months and conducted when the bus arrives at the school building.
6. Drills should be restricted to school property and conducted under the supervision of school officials.
7. Types of drills should be varied.
8. The driver should stay in the bus during evacuation drill. He or she must set the parking brake, turn the ignition off, and place the transmission in gear.
9. Students should not take lunch boxes, books, etc., with them when they leave the bus. The objectives are to get off safely in the shortest time possible and in an orderly fashion.
10. Students should travel a distance of at least 100 feet from the bus in an emergency drill and remain there until given further directions.
11. All students should participate in the drill, including those who ride only on special trips.
12. Each student should be instructed in how and where to obtain assistance in emergencies. Written instructions and telephone numbers should be posted in the bus.

Types of Drills

1. Everyone exits through the front entrance door(s).
2. Everyone exits through the rear-most emergency door(s).
3. Front half exits through front the door and rear half exits through the rear-most door.

Procedures for Front Door Evacuation

1. Ask a front seat passenger to lead the group to a safe area at least 100 feet from the bus.
2. Alternately dismiss adjacent rows of passengers.
3. Go to the front of the bus to dismiss passengers.
4. Double check to see that no one is left on the bus as you walk back up the aisle.
5. Make sure all passengers are in a safe place.

Procedures for Rear Emergency Door Evacuation

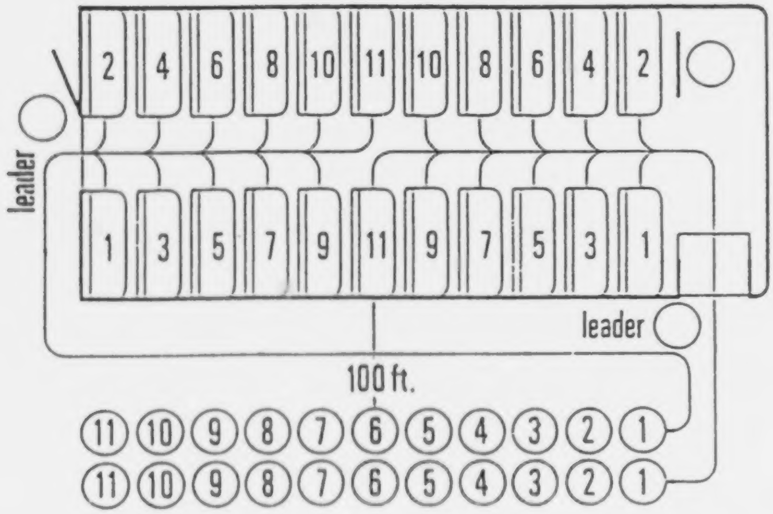
1. Have two of the stronger students get off first.
2. Have them help other passengers as they get off.
3. Dismiss passengers row by row from front to back.
4. Recheck to see if everyone is off the bus.
5. Make sure all passengers are in a safe place.

Procedures for Evacuation Using Both Exits

1. Advise passengers that they are to use both exits.
2. Appoint two passengers to help at emergency door.
3. Choose a place where you can control which exits the passengers should use.
4. Make sure all the passengers are off the bus.
5. Make sure all the passengers are in a safe place.

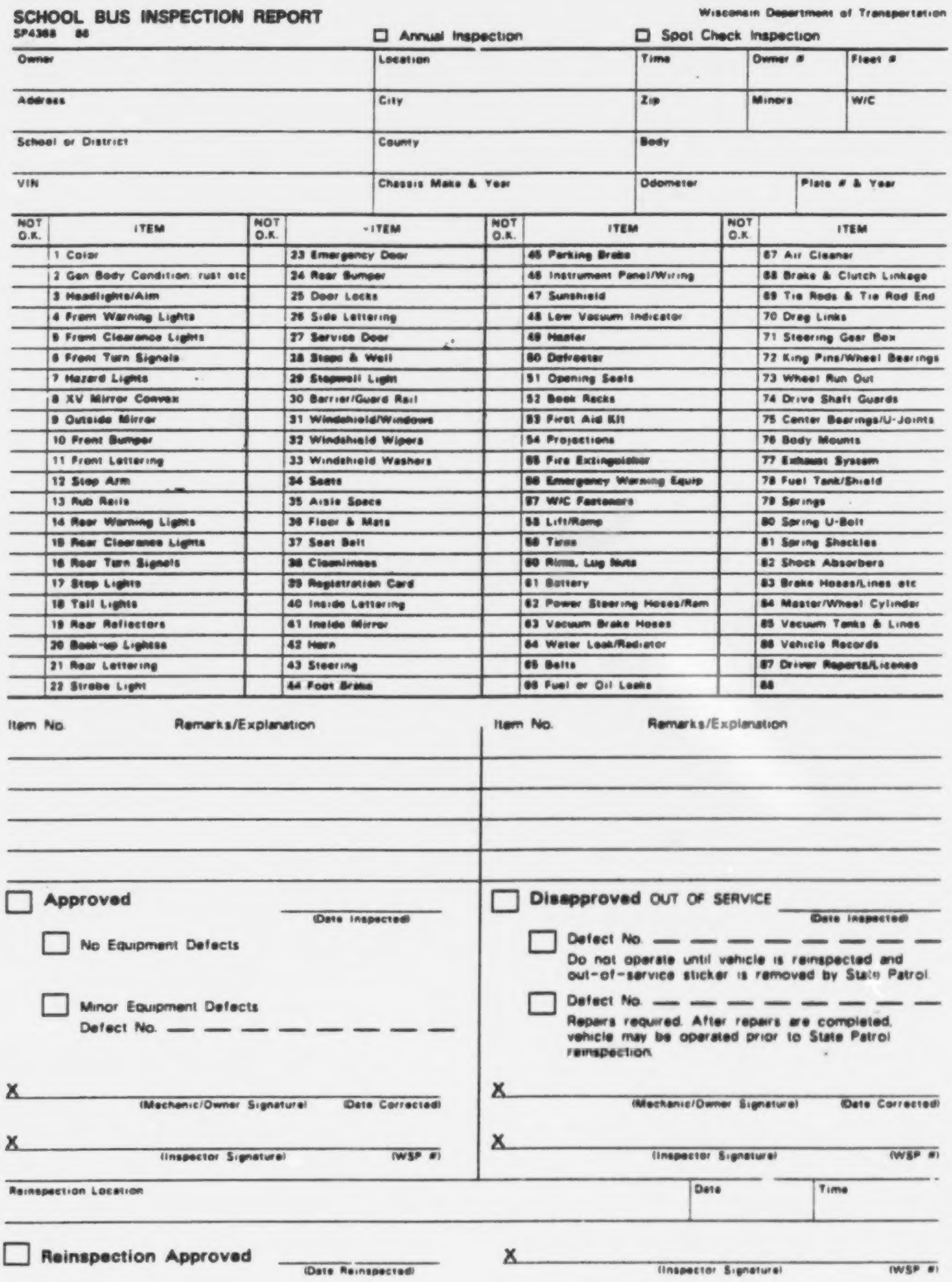
65-66 PASSENGER BUS
3 pupils to a seat

65-66 passenger bus—11 rows of seats on each side
59-60 passenger bus—10 rows of seats on each side
53-54 passenger bus—9 rows of seats on each side
47-48 passenger bus—8 rows of seats on each side



Appendix A

School Bus Report #SP4368 86



SCHOOL BUS INSPECTION REPORT
SP4368 86

Wisconsin Department of Transportation

☐ Annual Inspection ☐ Spot Check Inspection

Owner	Location	Time	Owner #	Fleet #
Address	City	Zip	Minors	W/C
School or District	County	Body		
VIN	Chassis Make & Year	Odometer	Plate # & Year	

NOT O.K.	ITEM	NOT O.K.	ITEM	NOT O.K.	ITEM	NOT O.K.	ITEM
	1 Color		23 Emergency Door		45 Parking Brake		67 Air Cleaner
	2 Gen Body Condition rust etc		24 Rear Bumper		46 Instrument Panel/Wiring		68 Brake & Clutch Linkage
	3 Headlights/Aim		25 Door Locks		47 Sunshield		69 Tie Rods & Tie Rod End
	4 Front Warning Lights		26 Side Lettering		48 Low Vacuum Indicator		70 Drag Links
	5 Front Clearance Lights		27 Service Door		49 Heater		71 Steering Gear Box
	6 Front Turn Signals		28 Steps & Well		50 Defroster		72 King Pins/Wheel Bearings
	7 Hazard Lights		29 Stepwell Light		51 Opening Seals		73 Wheel Run Out
	8 XV Mirror Convex		30 Barrier/Guard Rail		52 Book Racks		74 Drive Shaft Guards
	9 Outside Mirror		31 Windshield/Windows		53 First Aid Kit		75 Center Bearings/U-Joints
	10 Front Bumper		32 Windshield Wipers		54 Projections		76 Body Mounts
	11 Front Lettering		33 Windshield Washers		55 Fire Extinguisher		77 Exhaust System
	12 Stop Arm		34 Seats		56 Emergency Warning Equip		78 Fuel Tank/Shield
	13 Rub Rails		35 Aisle Space		57 W/C Fasteners		79 Springs
	14 Rear Warning Lights		36 Floor & Mats		58 Lift/Ramp		80 Spring U-Bolt
	15 Rear Clearance Lights		37 Seat Belt		59 Tires		81 Spring Shackles
	16 Rear Turn Signals		38 Cleanliness		60 Rims, Lug Nuts		82 Shock Absorbers
	17 Stop Lights		39 Registration Card		61 Battery		83 Brake Hoses/Lines etc
	18 Tail Lights		40 Inside Lettering		62 Power Steering Hoses/Ram		84 Master/Wheel Cylinder
	19 Rear Reflectors		41 Inside Mirror		63 Vacuum Brake Hoses		85 Vacuum Tanks & Lines
	20 Back-up Lights		42 Horn		64 Water Leak/Radiator		86 Vehicle Records
	21 Rear Lettering		43 Steering		65 Belts		87 Driver Reports/License
	22 Strobe Light		44 Foot Brake		66 Fuel or Oil Leaks		88

Item No.	Remarks/Explanation	Item No.	Remarks/Explanation

☐ **Approved** ________ (Date Inspected)

☐ No Equipment Defects

☐ Minor Equipment Defects
Defect No. __ __ __ __ __ __ __ __

X ________ (Mechanic/Owner Signature) (Date Corrected)

X ________ (Inspector Signature) (WSP #)

☐ **Disapproved** OUT OF SERVICE ________ (Date Inspected)

☐ Defect No. __ __ __ __ __ __ __ __
Do not operate until vehicle is reinspected and out-of-service sticker is removed by State Patrol.

☐ Defect No. __ __ __ __ __ __ __ __
Repairs required. After repairs are completed, vehicle may be operated prior to State Patrol reinspection.

X ________ (Mechanic/Owner Signature) (Date Corrected)

X ________ (Inspector Signature) (WSP #)

Reinspection Location	Date	Time

☐ **Reinspection Approved** ________ (Date Reinspected) X ________ (Inspector Signature) (WSP #)

Safety Tips

Bus Safety Tips

- Be on time for the bus.
- Do not play around when you are at the bus stop; stay on the sidewalk or road shoulder.
- Always obey the bus driver when riding the school bus.
- Be courteous and respectful of yourself and others.
- Talk quietly on the bus.
- Make sure that you are dressed right for the weather.
- Wear light colors or reflective clothing if it is dusk or dawn.
- Carry all books, papers, and lunch in a backpack or bag so that you do not lose or drop anything.

The Danger Zone

The Danger Zone describes the space around the school bus where the use of safety measures is very important in order to prevent accidents. Young children are especially vulnerable as they are even less visible to the driver.

School bus Danger Zones are the areas around the bus where 80 percent of all bus accidents occur. National statistics show that four times as many fatalities occur outside the bus in the danger zones than inside the bus itself. This area is ten feet around the bus as identified in the AAA blackline master on p. 31 and Appendix A.

Boarding the Bus

Make sure that you wait for the school bus in a safe place. Avoid unsafe play as an accident could happen before you realize it. You must board the bus in a single file line. Make sure not to push the student in front or behind you. Use the handrails to board the school bus. Be courteous and respectful of your fellow bus riders.

Disembarking the Bus

Get off the bus in a single file line, using the handrail. Do not shove or push others. You could get hurt. As you leave the bus, make sure you move ten feet away from the school bus. Make sure the bus driver can see you as you head for home. It is important that the bus driver can see that you are away from the bus before the bus begins to leave the stop. Make sure you check left, right, and then left again before crossing any road or street. If you are in a rural area, wait for the bus driver to signal that it's okay if you need to cross the road. In an urban area follow the policy established for your district. School buses often do not use flashing lights when dropping children off on curbs or sidewalks. Children should wait until the bus leaves before crossing. (See crossing diagram on pp. 27-28).

Never Cross Behind the Bus

If something drops as you are boarding or disembarking the bus, make sure you leave it there. Tell the bus driver and let an adult help you so that you are safe. The driver cannot see you when you are in the danger zone area.

Rules of the Road, Wis. Stats., Chapter 346

346.48 Vehicles to stop for school buses displaying flashing lights.

(1) The operator of a vehicle which approaches from the front or rear of any school bus which has stopped on a street or highway when the bus is equipped according to s. 347.25(2) and when it is displaying flashing red warning lights, shall stop the vehicle not less than 20 feet from the bus and shall remain stopped until the bus resumes motion or the operator extinguishes the flashing red warning lights. The operator of any school bus which approaches from the front or rear of any school bus which has stopped and is displaying flashing red warning lights shall display its flashing red lights while stopped. This subsection does not apply to operators of vehicles proceeding in the opposite direction on a divided highway.

(2) (a) Except as provided in par. (b) the operator of a school bus equipped with flashing red warning lights as specified in s. 347.25(2) shall actuate such lights at least 100 feet before stopping to load or unload pupils or other authorized passengers, and shall not extinguish such lights until loading or unloading is completed and persons who must cross the highway are safely across. Where the curb and sidewalk are laid on one side of the road only, the operator shall use the flashing red warning lights when loading or unloading passengers from either side.

(b) School bus operators shall not use the flashing red warning lights in:

1. Special school bus loading areas where the bus is entirely off the traveled portion of the highway.

2. Residence or business districts when pupils or other authorized passengers are to be loaded or unloaded where a sidewalk and curb are laid on both sides of the road, unless required otherwise by municipal ordinance enacted under s. 349.21(1).

(bm) Except as provided in par. (b)2 or unless prohibited by municipal ordinance enacted under s. 349.21(2), a school bus operator shall use the flashing red warning lights as provided in par. (a) in a zone designated by "school" warning signs as provided in s. 118.08(1) in which a street or highway borders the grounds of a school when pupils or other authorized passengers are loaded or unloaded directly from or onto the school grounds or that portion of the right-of-way between the roadway and the school grounds.

(c) When a school bus is being used on a highway for purposes other than those specified in s. 340.01(56)(a) and (am), the flashing red warning lights shall not be used, and all markings on the front and rear of the bus indicating it is a school bus shall be removed or completely concealed; except that any time a motor vehicle is equipped as provided under ss. 347.25(2) and 347.44 and is transporting children for any purpose, the school bus markings may remain unconcealed and the flashing red signals may be used as provided in this section and when so used, sub. (1) applies to operators of other motor vehicles.

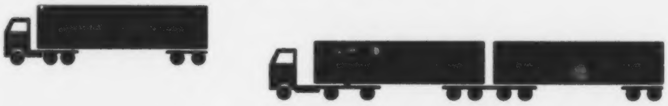
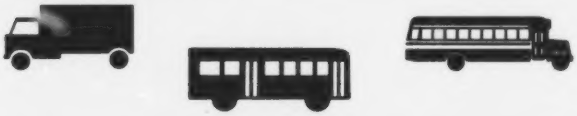
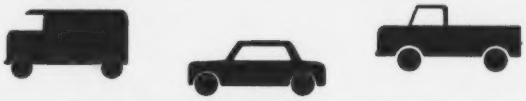
(3) If the operator of a motor vehicle overtakes a school bus which is stopped and is loading or unloading pupils or other authorized passengers at an intersection on the right side of a roadway in a business or residence district in which the display of the flashing red warning lights on the school bus is not permitted, the operator shall pass at a safe distance to the left of the school bus and shall not turn to the right in front of the school bus at that intersection.

Section Note: 1985 Acts 287, 301; 1987 Act 125

Commercial Drivers License (CDL) Classification System

Vehicle Groups as Established by FHWA (Section 383.91)

[Note: Certain types of vehicles, such as passenger and doubles/triples, will require an endorsement. Please consult the Commercial Drivers Manual for particulars. Available from the DOT's Motor Vehicle Division District Offices, see Appendix B.]

Group:	*Description:
A	Any combination of vehicles with a GCWR of 26,001 or more pounds provided the GVWR of the vehicle(s) being towed is in excess of 10,000 pounds. (Holders of a Group A license may, with any appropriate endorsements, operate all vehicles within Groups B and C.) Examples include but are not limited to: 
B	Any single vehicle with a GVWR of 26,001 or more pounds, or any such vehicle towing a vehicle not in excess of 10,000 pounds GVWR. (Holders of a Group B license may, with any appropriate endorsements, operate all vehicles within Group C.) Examples include but are not limited to: 
C	Any single vehicle less than 26,001 pounds GVWR, or any such vehicle towing a vehicle not in excess of 10,000 pounds GVWR. This group applies to vehicles which are placarded for hazardous materials or designed to transprot 16 or more persons, including the operator. Examples include but are not limited to: 

*The representative vehicle for the skills test must meet the written description for that group. The silhouettes typify, but do not fully cover, the types of vehicles falling within each group.

Suggested Resources

Wisconsin State, District, and Regional Agencies

Wisconsin Department of Transportation, Division of State Patrol, is responsible for school bus safety inspections, standards, and specifications. Their inspection form contains 87 different items. Violations may result in a school bus being taken out of service. Seven local district offices listed below conduct these inspections. (See Appendix A for inspection form.) The Division of Motor Vehicles is responsible for vehicle and driver licensing. Eight district offices, listed on p. 120, serve the state.

State Patrol Headquarters

District No. 1
P.O. Box 7879
4845 East Washington Avenue
(I-90/94 at U.S. 151)
Madison, WI 53707-7879
(608) 246-3220

District No. 2
21115 Highway 18
(I-94 at U.S. 18)
Waukesha, WI 53186-2985

District No. 3
(Junction Highways 41 and 151)
P.O. Box 984
Fond du Lac, WI 54936-0984
(414) 929-3700

District No. 4
22805 Martin Avenue
(Junction U.S. 51 & NN)
Wausau, WI 54401-7172
(715) 845-1143

District No. 5
(Junctions I-90 and Wis. Hwy. 131)
P.O. Box 604
Tomah, WI 54660-0604
(608) 372-5998

District No. 6
5005 Hwy. 53 South
(I-94 at U.S. 53)
Eau Claire, WI 54701-8846
(715) 839-3800

District No. 7
(Junction Highways 253 & 63)
P.O. Box 80
Spooner, WI 54801-0080
(715) 635-2141

Federal NHTSA funds flow through the following office. It is an excellent source for safety materials including coloring books. Ask for materials list and order form.

Wisconsin Department of Transportation
Office of Transportation Safety
4802 Sheboygan Ave., Room 809
P.O. Box 7910
Madison, WI 53707-7910
Tel: (608) 266-0402

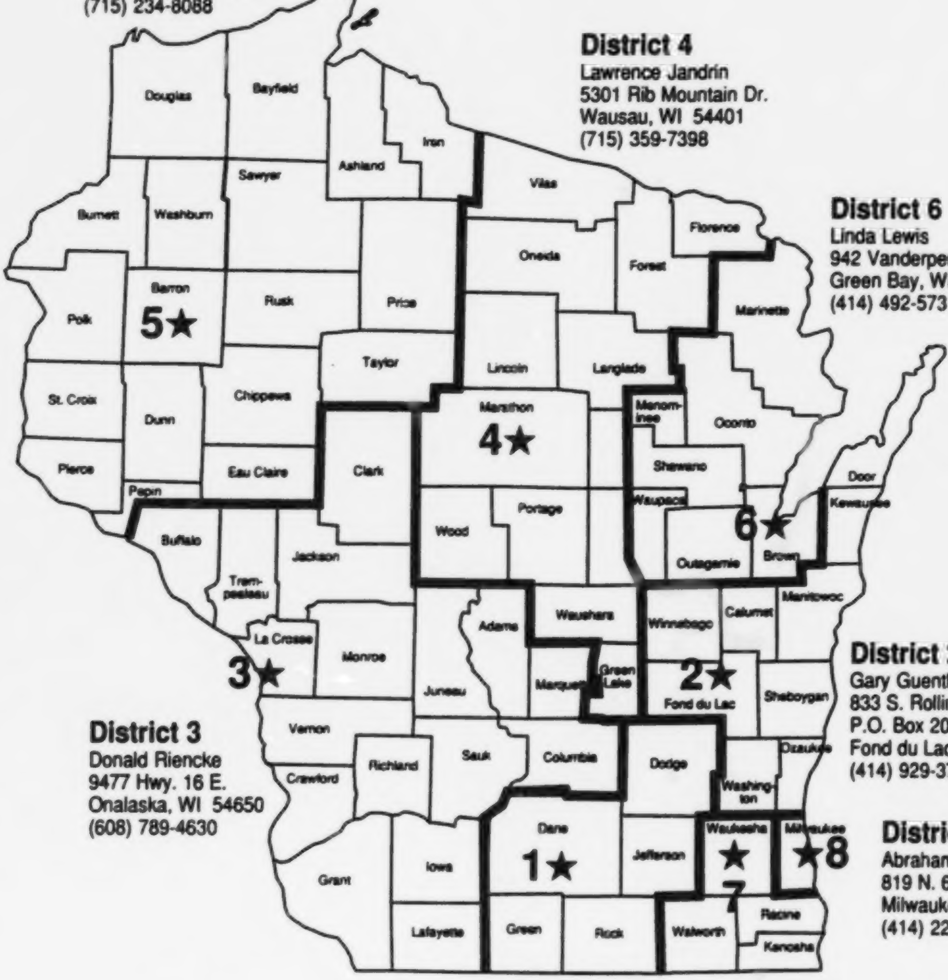
Wisconsin Department of Transportation
Publications Sales
3617 Pierstorff Street
P. O. Box 7713
Madison, WI 53707-7713
(Request materials list and Traffic Safety Film/Video Catalog)

Wisconsin Department of Public Instruction
Bureau for School and Community Relations
Publication Sales
P.O. Box 7841
Madison, WI 53707-7841

A brochure entitled "We Ride the School Bus" is available from this bureau for $5.00 per 50 copies. For more information call 1-800-243-8782.

Wisconsin Map - Motor Vehicle Districts and District Managers

★ - District Headquarters


Douglas
Bayfield
Iron
Ashland
Sawyer
Vilas
Burnett
Washburn
Florence
Oneida
Forest
Barron
Polk
5★
Rusk
Price
Marinette
Taylor
Lincoln
Langlade
St. Croix
Dunn
Chippewa
Marathon
4★
Menominee
Oconto
Pierce
Eau Claire
Clark
Shawano
Door
Pepin
Waupaca
Kewaunee
6★
Buffalo
Wood
Portage
Jackson
Trempealeau
Outagamie
Brown
Waushara
Winnebago
Calumet
Manitowoc
Adams
La Crosse
3★
Monroe
Green Lake
2★
Juneau
Marquette
Fond du Lac
Sheboygan
Vernon
Sauk
Columbia
Dodge
Ozaukee
Richland
Crawford
Washington
Waukesha
Milwaukee
Dane
1★
Jefferson
★
7
★8
Grant
Iowa
Lafayette
Green
Rock
Walworth
Racine
Kenosha

District 5
Richard Gietzel
737 West Ave.
Rice Lake, WI 54868
(715) 234-8088

District 4
Lawrence Jandrin
5301 Rib Mountain Dr.
Wausau, WI 54401
(715) 359-7398

District 6
Linda Lewis
942 Vanderperren Way
Green Bay, WI 54304
(414) 492-5731

District 2
Gary Guenther
833 S. Rolling Meadow Dr.
P.O. Box 2067
Fond du Lac, WI 54936-2067
(414) 929-3720

District 3
Donald Riencke
9477 Hwy. 16 E.
Onalaska, WI 54650
(608) 789-4630

District 8
Abraham Kaalele
819 N. 6th St.
Milwaukee, WI 53203
(414) 227-4890

District 1
Dennis Nussbaum
2001 Bartillon Dr.
Madison, WI 53707
(608) 246-7540

District 7
Robert Tribbey
2000 Pewaukee Rd. Suite D
Waukesha, WI 53188
(414) 548-5611

CESA agencies have bus and pedestrian safety videos available free of charge. These regional education agencies provide support services for school districts. Please contact your local CESA directly.

CESA Administrators, Offices, and Secretaries

CESA #1—William Bergum
2930 South Root River Parkway
P.O. Box 27529
West Allis, WI 53227
(414) 546-3000
FAX: (414) 546-3095
Secretary: Carol Murdock

CESA #2—Thomas Shepro
430 East High Street
Milton, WI 53563
(608) 758-6232
FAX: (608) 868-4864
Secretary: Jean Hoium

CESA #3—William Urban
Route 1, Industrial Drive
P.O. Box 5A
Fennimore, WI 53809
(608) 822-3276
FAX: (608) 822-3828
Secretary: Melba Gregory

CESA #4—Robert Peterson
1855 East Main
Onalaska, WI 54650
(608) 785-9364
FAX: (608) 785-9777
Secretary: Michelle Kotek

CESA #5—Donald Stevens
626 East Slifer Street
Portage, WI 53901-0564
(608) 742-8811
FAX: (608) 742-2384
Secretary: Pat Huggett

CESA #6—Anthony Evers
2300 Ripon Road
P.O. Box 2568
Oshkosh, WI 54903
(414) 233-2372
FAX: (414) 424-3478
Secretary: Caroline Grebel

CESA #7—James Coles
595 Baeten Road
Green Bay, WI 54304
(414) 492-5960
FAX: (414) 492-5965
Secretary: Nancy Williams

CESA #8—Robert Cavanaugh
204 East Main Street
Gillett, WI 54124
(414) 855-2114
FAX: (414) 448-5491
Secretary: Shirley Fiala

CESA #9—LeRoy Merlak
328 North Fourth Street
P.O. Box 449
Tomahawk, WI 54487
(715) 453-2141
FAX: (715) 453-7519
Secretary: Diane Majewski

CESA #10—Paul Pisani
725 West Park Avenue
Chippewa Falls, WI 54729
(715) 723-0341
FAX: (715) 723-0341
Secretary: Jean Schultz

CESA #11—Francis Peichel
1035 Eighth Avenue
P.O. Box 728
Cumberland, WI 54829
(715) 822-4711
FAX: (715) 839-6130
Secretary: Linda Weise

CESA #12—Ernest Korpela
618 Beaser Avenue
Ashland, WI 54806
(715) 682-2363
FAX: (715) 682-7244
Secretary: Lee Birkholz

Wisconsin Public and Private Associations

American Automobile Association
8030 Excelsior Drive
Madison, WI 53717
(800) 236-1300

Office of Transportation Safety
4802 Sheboygan Ave. Room 809
Madison, WI 53705
Tel: (608) 266-0402
Positive Youth Development is a new full-time program, in cooperation with the Office of Transportation Safety, which actively promotes the well-being of young people by helping local communities with youth, for example, participation in youth traffic safety programs and materials.

Jules Ptasienski, President 1992
Wisconsin Association of Pupil Transportation
222 Forest Lane, Montello, WI 53949
Professional association for pupil transportation personnel

Wisconsin Congress of Parents & Teachers (PTA)
4797 Hayes Road, Suite 2
Madison, WI 53704-3256

Wisconsin Operation Lifesaver, Inc.
Wisconsin Council of Safety & Wisconsin Railroads
501 E. Washington Avenue
P.O. Box 352
Madison, WI 53701
(608) 258-3400
(800) 236-3400
(715) 345-2540 ·
Free public service speaker presentations with film or videotape.

Wisconsin School Bus Association
P.O. Box 168
Sheboygan, WI 53082-0168
Professional association for pupil transportation personnel, also referenced as vendor for resource materials.

Dennis G. Dutton, President 1992-93
Wisconsin Traffic & Safety Officers Assoc., Inc.
Elm Grove Police Department
13600 W. Juneau Blvd.
Elm Grove, WI 53122
Professional association facilitating district supporting services from local law enforcement, including McGruff's Child Protection Program.

Federal and National, Public and Private Associations

American Automobile Association
Foundation for Traffic Safety
Traffic Safety Department
Falls Church, VA 22047
(407) 444-7000
Request materials list.

Operation Lifesaver, Inc.
National Support Center
1522 King Street
Alexandria, VA 22314
(800) 537-6224
Excellent resource for railroad safety.

National Association for Pupil Transportation
P. O. Box 745
East Moline, IL 61244
This association supports school bus safety week activities.

National Highway Traffic Safety Administration
U. S. Department of Transportation
400 Seventh Street, S.W.
Washington, D.C. 20590
This federal agency has rulemaking authority and issues Federal Motor Vehicle Safety Standards (FMVSS) which apply to school buses and pupil transportation.

National Safety Council
444 N. Michigan Avenue
Chicago, IL 60611-3991
(800) 621-7619
(312) 527-4800
FAX (312) 527-9381
Membership association. Compiles research data, supplies safety materials in School Transportation.

National School Transportation Association
P.O. Box 2639
Springfield, VA 22152
(703) 644-0700
Supports National School Bus Safety Week each October

Transportation Research Board
Dept. RS-222
2101 Constitution Avenue, N.W.
Washington, D. C. 20418
This board does various research regarding transportation. It produced Special Report 222, Improving School Bus Safety plus other relevant studies.

Statistics Update

Wisconsin

Wisconsin Department of Transportation
Accidents and Statistics Section
4802 Sheboygan Avenue
Madison, WI 53707
(608) 266-1077

National

Kansas Department of Education
State Office Building
7th Floor
Topeka, KS 66612-1568
(913) 296-3551

National School Bus Loading Zone Fatalities*

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
Total Children Killed (school bus & other vehicle)	40	45	54	57	39	30	37	28	31	30	45	42	32	16	17	18
School Children Killed by School Bus																
Child's Position When Killed																
Front of Bus	13	19	22	28	20	16	19	12	15	15	15	16	8	8	9	10
Back of Bus	9	7	9	10	5	5	7	5	8	6	11	6	9	3	5	2
Total	22	26	31	38	25	21	26	17	23	21	26	22	17	11	14	12
School Children Killed by Vehicle Passing School Bus																
Total	15	19	23	19	14	7	11	11	8	7	17	14	11	5	3	6
No Information	3	0	0	0	0	2	0	0	0	2	2	6	0	0	0	0
Light Condition																
Dawn		2	2	0	1	0	0	1	2	1	4	4	0	0	0	1
Dusk Note: These items were		0	5	2	0	0	0	0	0	0	0	0	0	1	0	0
Daylight not compiled before 1976		41	44	53	38	28	36	27	28	27	41	27	32	15	17	17
Dark		2	1	2	0	0	1	0	1	0	0	2	0	0	0	0
Unknown		0	2	0	0	2	0	0	0	2	0	9	0	0	0	0
School Bus Size																
Type I (large bus)		40	43	47	36	25	37	27	31							
Type II (small bus)		1	1	2	1	1	0	1	0							
Type A										11	10	7	3	1	3	0
Type B										1	0	4	1	1	0	0
Type C										7	23	22	23	9	9	9
Type D										4	4	0	1	0	2	2
Other												0	2	5	3	6
Unknown		4	10	8	2	4	0	0	0	7	8	9	2	0	0	1
School Children Killed																
Going to School	7	11	18	11	13	4	9	6	6	5	14	14	8	2	3	4
Activity Trip	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1
Coming Home	29	34	36	44	26	24	28	22	25	21	31	22	24	14	14	13
No Information	4	0	0	0	0	2	0	0	0	4	0	6	0	0	0	0
Place Pupil was Killed																
Loading & Unloading Area	16	15	15	15	6	2	2	2	6	15	22	13	16	11	10	8
School Ground	4	1	2	3	1	1	0	0	1	1	1	0	0	0	1	1
Road, Street, or Highway	19	29	37	43	32	25	35	26	24	12	21	22	15	5	6	9
Other												0	1	0	0	0
No Information	1	0	0	0	0	2	0	0	0	2	1	7	0	0	0	0
Area Accidents Occurred																
Urban	14	18	26	25	17	15	16	15	15	11	20	15	12	10	11	5
Rural	26	27	27	32	22	13	21	13	16	15	25	21	16	6	6	13
No Information		0	1	0	0	2	0	0	0	4	0	6	4	0	0	0

*School Bus Loading and Unloading Survey, Kansas Department of Education.

School bus loading zone fatalities increased in 1990, according to recently published figures compiled by the Kansas Department of Transportation. A total of 18 children were killed in the school bus loading and unloading zone during the 1990-91 school year. Thirteen of those, or 72 percent of the total, occurred on the trip home. Sixteen states reported pupil pedestrian fatalities, while 35 reported no fatalities.

The 1990-91 report includes 21-year totals concerning the history of the survey relative to age of student, type of trip, and type of vehicle involved. Six hundred fatalities occurred to students between the ages of 5-8 or 68.1 percent of the total. Students departing the bus on the way home were involved in 68.2 percent of all fatalities in the study. School bus related accidents outnumber those involving "the other vehicle" and in the 1986 through 1990 calendar years, the school bus was involved in 61 percent of the accidents or 76 of the 124 fatalities that occurred.

For further information contact: Kansas Department of Transportation, Bureau of Personnel Services, Safety Education Section, Docking State Office Building, 7th Floor, Topeka, KS 66612-1568.

Definitions

Type A. The Type "A" school bus is a conversion or body constructed upon a van-type compact truck or a front-section vehicle, with a gross vehicle weight rating of 10,000 pounds or less, designed for carrying more than 10 persons.

Type B. The Type "B" school bus is a conversion or body constructed and installed upon a van or front-section vehicle chassis, or striped chassis, with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than 10 persons. Part of the engine is beneath and/or behind the windshield and beside the driver's seat. The entrance door is behind the front wheels.

Type C. A Type "C" school bus is a body installed upon a flat cowl chassis with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than 10 persons. All of the engine is in front of the windshield and the entrance door is behind the front wheels.

Type D. A Type "D" school bus is a body installed upon a chassis, with the engine mounted in the front, midship, or rear, with a gross vehicle weight rating of more than 10,000 pounds, designed for carrying more than 10 persons. The engine may be behind the windshield and beside the driver's seat; it may be at the rear of the bus, behind the rear wheels, or midship between the front and rear axles. The entrance door is ahead of the front wheels.

1989 Wisconsin Traffic Accident Facts

The following statistics were compiled by the WI DOT.

Bus Accidents by Month and Accident Severity with Total Killed, Total Injured by Urban/Rural Location

Accident	Fatal Accidents			Personal Injury Accidents			Property Damage Accidents			Total Accidents			Total Persons Killed			Total Persons Injured		
Month	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T	R	U	T
Jan	0	0	0	16	23	39	22	47	69	38	70	108	0	0	0	22	66	88
Feb	0	0	0	9	16	25	29	57	86	38	73	111	0	0	0	13	19	32
Mar	0	0	0	10	17	27	37	40	77	47	57	104	0	0	0	26	43	69
Apr	1	0	1	7	12	19	13	33	46	21	45	66	1	0	1	18	29	47
May	0	0	0	11	30	41	17	49	66	28	79	107	0	0	0	37	60	97
Jun	0	0	0	2	15	17	5	22	27	7	37	44	0	0	0	4	21	25
Jul	0	0	0	2	5	7	1	4	5	3	9	12	0	0	0	2	8	10
Aug	0	0	0	2	0	2	8	7	15	10	7	17	0	0	0	3	0	3
Sep	0	0	0	14	26	40	19	54	73	33	80	113	0	0	0	41	35	76
Oct	1	0	1	3	28	31	14	59	73	18	87	106	1	0	1	4	51	55
Nov	1	0	1	10	21	31	29	56	85	40	77	117	1	0	1	25	28	53
Dec	0	1	1	11	23	34	21	37	58	32	61	93	0	1	1	15	38	53
Total	3	1	4	97	216	313	215	465	680	315	682	997	3	1	4	210	398	608

School Bus Occupants Injured or Killed by Age and Injury Severity by Gender

	Injury Severity by Gender																Total			
	Incapacitating				Nonincapacitating				Possible				Unknown							
Age	F	M	U	T	F	M	U	T	F	M	U	T	F	M	U	T	F	M	U	T
Unknown	0	0	0	0	1	1	0	2	4	2	2	8	1	1	0	2	6	4	2	12
4	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1
5-9	0	1	0	1	6	7	1	14	33	25	1	59	2	3	0	5	41	36	2	79
10-14	2	3	0	5	10	10	0	20	51	43	0	94	2	2	0	4	65	58	0	123
15	0	0	0	0	2	1	0	3	6	2	0	8	0	0	0	0	8	3	0	11
16	0	0	0	0	1	0	0	1	4	1	0	5	0	0	0	0	5	1	0	6
17	1	0	0	1	1	0	0	1	4	1	0	5	0	0	0	0	6	1	0	7
18	0	0	0	0	1	0	0	1	2	2	0	4	0	0	0	0	3	2	0	5
19	0	0	0	0	0	1	0	1	1	1	0	2	0	0	0	0	1	2	0	3
20	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	1	1	1	0	2
21	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2
23	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1
24	0	0	0	0	0	1	0	1	2	1	0	3	0	1	0	1	2	3	0	5
25-34	1	1	0	2	1	3	0	4	12	6	0	18	1	2	0	3	15	12	0	27
35-44	1	0	0	1	3	1	0	4	5	4	0	9	0	0	0	0	9	5	0	14
45-54	0	0	0	0	0	1	0	1	5	1	0	6	2	0	0	2	7	2	0	9
55-64	0	1	0	1	1	0	0	1	2	2	0	4	0	0	0	0	3	3	0	6
65-74	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1
75-84	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1
Total	5	7	0	12	27	28	1	56	132	94	3	229	9	9	0	18	173	138	4	315

Note: This table represents the maximum injury received by a school bus occupant. It does not represent accidents.

Possible Contributing Circumstances (PCCs) Comparison of Drivers in School Bus Accidents by Accident Severity and Urban/Rural Location

Driver PCCs	Accident Severity									Total Driver PCCs		
	Fatal			Injury			Property Damage					
	Other Drivers	School Bus Drivers	Total	Other Drivers	School Bus Drivers	Total	Other Drivers	School Bus Drivers	Total	Other Drivers	School Bus Drivers	Total
Unknown	3	1	4	201	160	361	377	360	737	581	521	1102
Toof Fast/Cond	1	1	2	47	33	80	86	35	121	134	69	203
Fail to Yield	0	0	0	34	52	86	60	71	131	94	123	217
Inattentive Drv	0	2	2	29	28	57	75	64	139	104	94	198
Follow to Close	0	0	0	22	12	34	38	17	55	60	29	89
Improper Turn	0	0	0	2	2	4	14	44	58	16	46	62
Left of Center	0	1	1	5	2	7	7	7	14	12	10	22
Dsgrd Signal	0	0	0	12	1	13	9	4	13	21	5	26
Dsgrd Stop Sgn	0	0	0	3	7	10	8	2	10	11	9	20
Imprpr Overtake	0	0	0	5	2	7	10	8	18	15	10	25
Unsafe Backing	0	0	0	1	4	5	13	37	50	14	41	55
Fail to Control	0	0	0	26	22	48	51	37	88	77	59	136
Drv Condition	0	0	0	4	2	6	5	2	7	9	4	13
Other	0	0	0	20	15	35	27	38	65	47	53	100
Lined Out	0	0	0	2	6	8	5	16	21	7	22	29
Total	4	5	9	413	348	761	785	742	1527	1202	1096	2297

Note: The numbers in this table represent the number of times a given driver PCC was cited as a possible contributing circumstance in a school bus accident. These numbers do not represent numbers of accidents.

Total School Bus Accidents With and Without Driver PCCs by Accident Severity and Urban/Rural Location

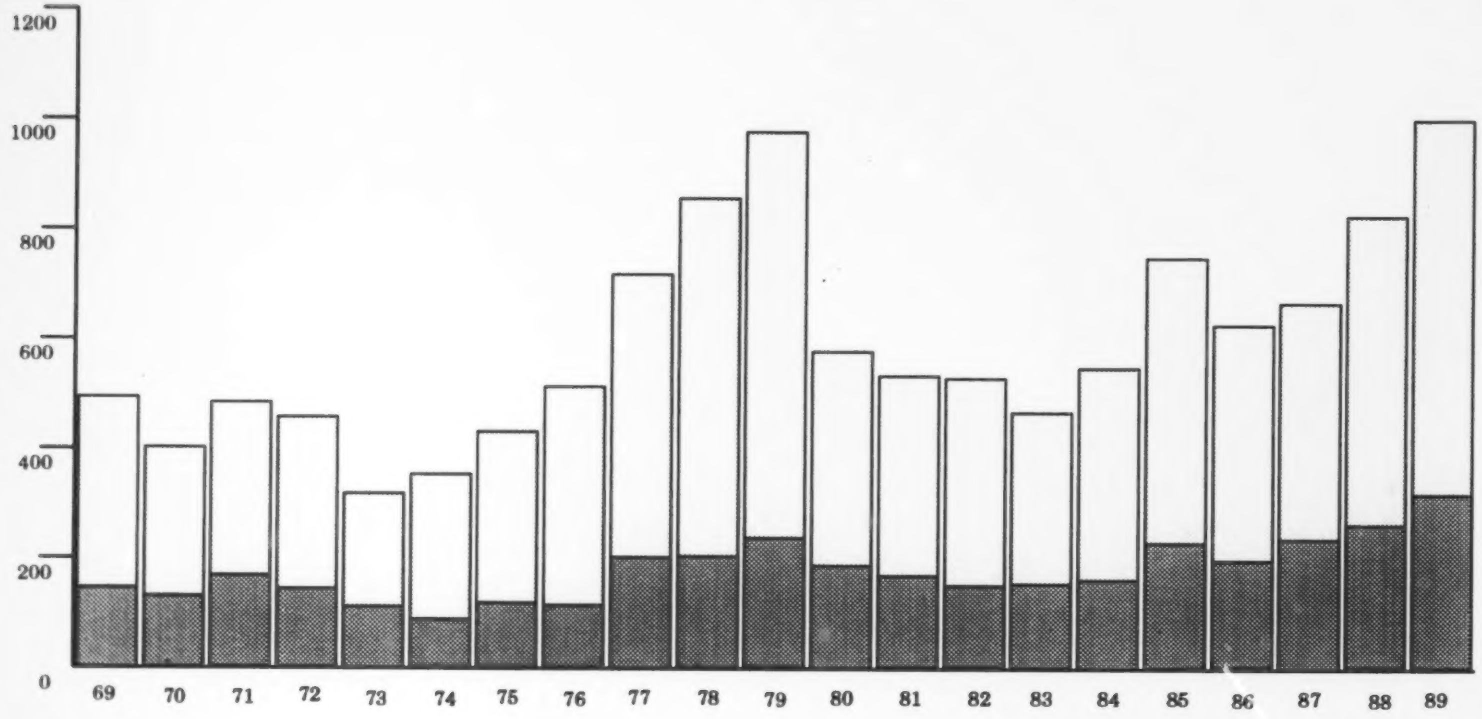
School Bus Accidents	Accident Severity									Total Accidents		
	Fatal			Injury			Property Damage					
	RUR	URB	TOT	RUR	URB	TOT	RUR	URB	TOT	RUR	URB	TOT
With PCCs	3	0	3	42	107	149	78	230	308	123	337	460
Without PCCs	0	1	1	55	109	164	137	235	372	192	345	537
Total Accidents	3	1	4	97	216	313	215	465	680	315	682	997

Note: PCC=Possible contributing circumstance
With and without driver PCCs refers to driver PCCs for the school bus driver only.

School Bus Accidents by Time of Day and Day of Week

Accident Hour	Day of Week							Total Accidents
	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
12-1 am	0	0	0	1	0	1	1	3
1-2 am	0	0	0	1	0	0	0	1
2-3 am	0	0	2	1	20	0	0	3
3-4 am	0	0	0	1	0	1	0	2
4-5 am	0	0	0	0	0	1	0	1
5-6 am								
6-7 am	0	3	15	8	4	5	0	35
7-8 am	0	34	51	42	29	23	1	180
8-9 am	0	27	35	26	21	28	0	137
9-10 am	0	4	8	9	4	4	4	33
10-11 am	0	1	5	6	1	0	0	13
11-12 pm	2	4	5	11	11	11	1	45
12-1 pm	1	8	9	5	6	5	0	34
1-2 pm	1	4	0	3	5	11	1	25
2-3 pm	0	18	15	15	20	18	0	86
3-4 pm	0	33	52	39	42	52	0	218
4-5 pm	0	20	32	21	24	29	2	128
5-6 pm	0	1	4	4	5	6	1	21
6-7 pm	1	1	3	1	2	2	0	10
7-8 pm	1	3	2	0	2	1	0	9
9-10 pm								
8-9 pm	1	0	0	0	0	0	0	1
10-11 pm	0	0	1	1	0	1	1	4
11-12 am	0	0	0	1	0	1	0	2
Unknown	0	0	2	0	1	2	1	6
Total Accidents	7	161	241	196	177	202	13	997

Wisconsin School Buses in Total Crashes 1969-1989



	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89
Fatal ■	1	2	3	3	1	3	4	3	1	4	5	1	3	4	3	1	2	4	1	4	4
Injury ▨	145	129	166	142	111	86	115	112	202	201	233	187	167	148	152	162	228	194	236	260	315
Property ☐	347	271	315	312	206	264	312	398	515	653	741	391	364	378	313	386	520	430	431	563	684
Total	493	402	484	457	318	353	431	513	718	858	979	579	534	530	468	549	750	628	668	827	1003

Instructional Materials

These have been categorized for use with the following code guide.

P – Primary
E – Elementary
I – Intermediate
J – Junior High
H – High School
S – Secondary
A – All Grades

However, this is only a guide. Please use the content and grade level description to most effectively supplement your lessons. Many of the vendors allow districts to preview or review their products. Addresses appear after this bibliography. CESA agencies also have some of these videos available in their IMCs.

Buster and the Boosters. Videocassette. Applied Management Systems (AMS), Inc. distributors. 19 min. P.
A bus driver and Buster the Bus tell a comprehensive story covering good bus practices and safety rules from home to school and the return trip. Buster and the bus driver, Mrs. Johnson, help the children understand what to do in an emergency situation. "Buster" is the perfect tool for gaining attention and for improving retention. Available from Wis. DOT, CESA, Rental from Wisconsin School Bus Association.

Pooh's Great School Bus Adventure. Videocassette. Disney Educational Media. 14 min. P.
Lifesize puppetronics characters teach school bus safety to young riders. Pooh characters demonstrate safety rules and proper behavior as they ride the school bus by themselves for the first time. The film challenges children to think carefully and try to remember the bus safety rules presented. Free rental from DPI Ref-L, WIS-DOT Office of Transportation Safety. Rental fee charged by Wisconsin School Bus Association (WSBA). One copy available from DPI Reference and Loan Library, (608) 221-2165.

If I Were the Bus Driver. Videocassette. AMS Distributors, Inc. 14 min. P, E.
The film demonstrates how a child driver would relate to the passengers if he were in charge. A nine-year-old boy dreams that he is the bus driver and his passengers are a group of adults. He is very positive in helping the passengers understand the rules and why they are necessary. Available free from CESA.

School Bus Evacuation for Students. Videocassette. AIMS Instructional Media Co. 9 min. E, I.
The video emphasizes knowing what to do if an emergency should occur. A driver takes her passengers through a typical evacuation drill. The passengers learn how to perform certain emergency operations if the driver is not able or available. Available free from CESA.

Stop and Look with Willy Whistle. Videocassette. DOT, NHTSA. 8 min. E, I.
Willy is a lively animated character who discusses pedestrian safety and the traffic environment. Available free from CESA.

Otto the Auto. Videocassette or filmstrips. Alternative Media. 8 min. P.
In Inside the School Bus, an animated film for primary use, the school buses complain about the traffic hazards created when children misbehave on the bus.
Outside the School Bus finds Otto and Buster the Bus telling children about the danger zone around the buses that children must avoid. Available from AAA-free; WSBA-rental fee is charged.

Emergency School Bus Evacuation. Filmstrip. AAA Foundation for Traffic Safety. 7 min. P.
A classroom film designed to give all elementary grade students a basic understanding of procedures for evacuating a school bus under emergency conditions. The film can be used as an orientation program prior to actual school bus evacuation drill practice.

Bus Tripping: As an Elementary Bus Passenger. Videocassette. AIMS Instructional Media Co. 11 min. P, I.
This video demonstrates the basic behavior expectations and safety rules for elementary school bus passengers. It covers on-time arrival, orderly and safe waiting, boarding, on-bus behavior, unloading, and crossing streets. It shows right and wrong practices and dangers of distracting the driver. Designed to make elementary school children who ride school buses "the safest passengers in the world, riding behind the world's safest drivers." An off-screen narrator alternates with an on-screen bus driver to explain and illustrate basic safety practices. The film explains emergency exits and the importance of not distracting the driver with noise which could prevent him or her from hearing important sounds or from being alert in an emergency. Available free from CESA.

Riding Cool to School. Videocassette. DOT. 15 min. E.
It is the first day back at school and puppet Jimmy Joe is taking his first ride in a school bus. Miss Fae, the school bus driver, has a dream that all children will follow school bus safety rules this year. Together with her friend Bruce, they explain how to get the bus to stop safely, board the bus, ride to the destination, and get off the bus. After each segment, Bruce reviews the safety rules just presented and a catchy song recaps all the school bus safety rules at the end of the program. Available free from Wis DOT, CESA.

Good Morning, Mr. Johnson. Videocassette. W.J. Klein, Ltd. 15 min. P, E.
Good Morning, Mr. Johnson is approved and endorsed by the United States Department of Transportation. From it, your school children will learn clearly what is expected of them as they approach their bus, while riding, and on exiting. Mr. Johnson is the patient, memorable authority who illustrates safe bus conduct to his passengers. Available for rental from Wisconsin School Bus Association.

Thinking About School Bus Safety. Videocassette. AAA Foundation for Traffic Safety. 8 min. E, I.
This video is designed for students in grades 4-6 and concerns proper and safe school bus behavior. This video uses peer interaction to present the safety message and avoids concentration on negative behaviors.

Bus Tripping: As a Secondary School Bus Passenger. Videocassette. AIMS Instructional Media Co. 9 min. E, I, J.
This video demonstrates the basic behavior expectations and safety rules for upper grade bus passengers. It covers on-time arrival, orderly and safe waiting, boarding, on-bus behavior, unloading, and crossing streets. It shows right and wrong practices and the danger of distracting the driver.

To help establish orderly, courteous, and safe behavior among teenage school bus passengers, this film explains and demonstrates the common sense bus riding rules and the reasons behind them. Discuss the drivers' and the passengers' responsibilities to explain the necessity for rules. Safety is emphasized throughout the film. It is a useful film to teach basic school bus passenger conduct and to stimulate discussion on topics from safety and courtesy to vandalism. Available free from CESA.

Broken Bus. Filmstrip. Wis. DOT. 18 min. J, H, A.
This film deals with construction of school buses. Shows crash testing conducted by University of California at Los Angeles (UCLA). Includes recommendations for better bus construction. Available from Wis. DOT.

Private Vendors and Suppliers of Resource Materials, Videos, and Films

AIMS Media
1224 Mulford Street
Evanston, IL 60202
(708) 866-6643
FAX (708) 866-8769

The Altschul Group
930 Pioneer Avenue
Evanston, IL 60202
(708) 328-6700

AMS, Applied Management Systems, Inc.
Producers of Custodial Tele-Training
P.O. Box 457
Roswell, GA 30077

Channing L. Bete Co., Inc.
Publisher of Scriptographic Booklets
200 State Road
South Deerfield, MA 01373
(800) 628-7733
FAX (413) 665-3355

Coronet/MTI Film & Video
Distributors of Walt Disney Educational Media
108 Wilmot Road
Deerfield, IL 60015
(800) 821-2131
(708) 940-1260

Digital Recorders, Inc.
4900 Prospectus Drive, Suite 1000
Research Triangle Park, NC 27709-4068
(800) 222-9583
FAX (919) 361-2947

Minnesota Association of Pupil Transportation
Ray Kroll
1001 Second Avenue, No.
Minneapolis, MN 55405

Outdoor Empire Publishing, Inc.
(206) 624-3845

Robotronics, Inc.
Creators of Educational Materials
1529 North Main
Spanish Fork, Utah 84660
(801) 798-3543

Seven Oaks Production
9145 Sligo Creek Parkway
Silver Spring, Maryland 20901
(301) 587-0030
FAX (301) 587-8649

Visucom Productions, Inc.
P.O. Box 5472
Redwood City, CA 94063
(800) 222-4002
(415) 364-5566

Walter J. Klein, Ltd.
P.O. Box 2087
Charlotte, NC 28211-2087

Wisconsin School Bus Association
P.O. Box 168
Sheboygan, WI 53082-168
(414) 457-7008
Membership association for pupil transportation personnel. Rentals are available to members.

Private school bus manufacturing companies with free materials:

AmTran Corporation
Hwy. 65 South
Conway, AK 72032
(501) 327-7761
FAX (501) 327-9147

Blue Bird Corporation
P.O. Box 937
Fort Valley, GA 31030
(912) 825-2021
Supports Safety Scholar and Bus Buddies Programs, continuing safety awareness campaigns, specifically identified in this guide. Provides Certificate of Appreciation in addition to other items.

Carpenter Manufacturing, Inc.
1500 W. Main Street
Mitchell, IN 47446
(812) 849-3131

Mayflower Contract Services, Inc.
P.O. Box 7941
Shawnee Mission, KS 66207
(913) 345-1986

Navistar International Corp.
455 North Cityfront Plaza Drive
Chicago, IL 60611
(312) 836-2000

Ryder Transportation Services
Contact local yellow pages.
(800) 648-7787

Thomas Built Buses
1408 Courtesy Road
P.O. Box 2450
High Point, NC 27261
(919) 889-4871
FAX (919) 889-2589
School Bus Activities Book—available free. Other safety materials are available including information on construction of school buses.

Wayne Corporation
Industries Road
P.O. Box 1447
Richmond, IN 47375-8447
(317) 962-7511
FAX (317)962-4016